Voting of Demands for Grants
XIX—Education—Rs . 14.19,115 (*cont.*)
Motion No. 11.

The following motion was not moved as the Member was then absent.

Mr. George Chakyamuri.—*To reduce the allotment of Rs. 1,36,477 for College Education by Re. 1.*

Motion No. 12.

Mr. T. K. Nayar.—I do not move.

Hence the following motion was considered withdrawn.

Mr. T. K. Nayar.—*To reduce the allotment of Rs. 70,743 for 2. College Education by Re. 1.*

Motion No. 13.

As the following motion was not moved, it was also considered withdrawn.

Mr. K. Mohamed Seethi.—*To reauce the allotment of Rs. 1,36,477 for Collegiate Education by Re. 1.*

Motion No. 14.

Mr. Paul Mampilli.—*To reduce the allotment of Rs.2,08,044 for 3. Establishment, Secondary Education by Re. 1,*

Mr. Paul Mampilli.—Sir, I have tabled this motion to call the attention of the Government to the unsatisfactory method of conducting the Sirkar High School at Narakkal. During my budget discussion I had occasion to draw the pointed attention of the Government to this matter. I have only to add that even now the condition remains the same. May I know, Sir, whether the teachers have already been sent to that school?

Mr. I. N. Menon.—Except in the case of the supernumerary Headmaster who at the moment acts as the Inspector of Northern Division, arrangements have been made, not now but some time ago, for posting teachers to the High School at Narakkal. But in the case of this supernumerary Headmaster, as the vacancy was short, it was ordered by Government that it need not be filled up.

Mr. Paul Mampilli.—May I know whether the teachers have taken charge there?

Mr. I. N. Menon.—I have not received the report, because we usually allow some time to the authorities to submit their reports.

Mr. Paul Mampilli .—I understand that even now the school is working without the Headmaster, the First Assistant and the second assistant. Sir, owing to this absence of teachers the work, not only of the Upper Secondary forms but also of the Lower Secondary forms, is dislocated. What I have to say I have said in connection with my budget speech. My idea was

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that the Narakkal High School must be the last one to be treated in this manner. It is the only Sirkar High School in the Cochin Taluk. The Government got the buildings and furniture free for conducting the school. The public of Narakkal spent Rs. 20,000 and provided this school building and the furniture and also the school building for the Sirkar primary girls' school. Therefore I thought that this should be the last school to which such a sort of treatment should have been meted out. Sir, in this connection I would also bring to the notice of the Government the inadequacy in the equipment of the laboratory and also of the library. I understand that students are unable to do practical work in science owing to the lack of laboratory materials. I may also in this connection press upon the attention of the Government the necessity of providing a play-ground for students immediately.

President.—These are not contained in the motion at all. It is only to speak about the constant transfer of teachers.

Mr. Paul Mampilli.—Yes, Sir. I wish to draw the attention of the Government to the unsatisfactory way of conducting schools.

President.—You may have tabled other motions.

Mr. Paul Mampilli.—That is all I have to say.

Mr. I. N. Menon.—I owe to this House and the Hon'ble Member an explanation as to the transfers which are reported to have seriously affected the work of the institution. Sir, I cannot accept the implication that it is just because Government took it up that Government have been treating this institution with scant care. It is not a fact. But as the Hon'ble Member is himself aware, it has also been my experience that teachers when transferred to Narakkal always take leave. These transfers are made not with a view to upset the working of any institution; such transfers are made in the interest of the department. With regard to the Narakkal High School it has been my experience that when a teacher is transferred to it he usually takes the transit time and at the end of the time requests for leave. Why they do so I cannot exactly say. And I do not wish to deny that there is some unsatisfactoriness with regard to the present staff. Everything that has been possible has been and is been done. If members of the service produce a medical certificate and ask for leave it is not within my competence to decline such requests. I can assure the Hon'ble Member that all that lies in my power to forestall such teachers in future and to provide the necessary substitute will be done.

Mr. Paul Mampilli.—I am very glad to understand that he Member for Education is doing his best to send the teachers

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to the High School, Narakkal. Sir, I think it would be far better to make the arrangements before the school re-opens. As soon as the school re- opens the school has to make its own time-table and start work immediately. If all these transfers and postings are made before the school re-opens it would avoid the waste of time of the students. I withdraw the motion.

The Motion was withdrawn with leave of the House.

Motion No. 15.

Mr. K. Ayyappan.—I do not move it.

Hence the following motion was considered withdrawn

Mr. K. Ayyappan.—*To reduce the allotment of Rs. 3,21,605 for Secondary Education by Re. 1.*

Motion No. 16.

Mr. T. K. Nayar.—I do not move it.

Hence the following motion was considered withdrawn.

Mr. T. K. Nayar,—*To reduce the allotment of Rs. 2,90,609 for 3. Secondary Education—Boys' Schools by Re. 1.*

Motion No. 17.

As the Member was then absent the following motion was considered withdrawn..

Mr. K. Mohamed Seethi.—*To reduce the allotment of Rs. 3,21,605 for Secondary Education by Re 1.*

Motion No. 18.

Mr. Paul Mampilli.—*To reduce the allotment of Rs. 70,000 for Grants-in-aid—Salary Grants by Re 1*

Mr. Paul Mampilli.—I have tabled this motion to invite the attention of the Government about the undesirable policy of giving indiscriminate sanction to conduct Lower Secondary classes irrespective of the necessity in any locality. The policy of the Government was inunciated by the Hon'ble Member for Education in this House during the Budget Session in 1104. On page 2200 the Hon'ble Member says, 'The present policy of the Government is as far as possible to avoid multiplication of Secondary Schools. So my contention is merely that care must be taken to maintain the standard of secondary education and if Government lays down a policy it should be adhered to. The Member for Trichur for instance, dwelt on some of the undersirable results of giving promiscuous recognition to schools. We have to see that neighbouring schools do not injure each other. Otherwise we shall be introducing an element of demoralisation into education.' Again the Hon'ble Member says on page 2201, 'What we have to consider in the interest of secondary education is that the standard of our education is maintained and at the same time the requirements of localities are adequately met. Now in

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very many of these places there is flagrant violation of rules. There is a standing rule in the Education Code. No class or form shall be opened in a recognised institution without the previous sanction of the Director. Now 90% of these schools open classes first and afterwards ask for recognition and grant. Can this House tolerate such flagrant violation of the rules laid down for the discipline of this Department? This rule is laid down not to satisfy me nor was it framed by me. It was framed by the Government for the guidance of the Department. If it is necessary to maintain the efficiency of the schools and discipline of the Department such things cannot be tolerated. Apart from the general question of policy there is the question of the flagrant violation of difinite rules laid down by the Government.' Now, Sir, let us see what is the policy the Department has adopted in Pallippuram. Sir, in the village of Pallippuram within a distance of half a mile there exist 4 schools two belonging to the Christians, one to the Araya and the other to the Ezhuva community there. Till 1104 all these institutions were primary schools. In 1104 one of the Christian schools, the St. George School, applied for sanction to open the first form. Immediately after, the school belonging to the Araya community also applied for sanction for opening the same form. The Department considered that the Arayas deserved better encouragement owing to the backwardness in their educational activities and decided to give them sanction to open the first form. The manager of the S. S. Araya school was conducting the first form in a most satisfactory manner till the end of that year that is Kumbham or Meenam 1105. It should be remembered in this connection that the Headmasters of both the primary department and lower secondary department, of this S. S. Araya school were Ezhuvas. At the end of the educational year of 1104 to 1105, for reasons I need not mention now, some of the Ezhuvas of the locality and the Headmasters of this lower secondary and primary departments happened to fall out with the management. The Ezhuvas wanted to open the lower secondary forms in their school, the B. V. R. school, which by the way I must say, is only a distance of 1½ furlongs from this S. S. A. school. Owing to this state of affairs it happened that the Headmasters without the knowledge of the Manager began to issue transfer certificates to the Ezhuva boys of the S. S. A. school not only in the first form but also in all the other classes. The manager of the S. S. A. school came to know about this. These transfer certificates were issued even before the reopening of the schools. The Manager reported the matter to the higher authorities and with the sanction of the authorities suspended the teachers,

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This seems to have been made a communal cause by the Ezhuvas who, of their own accord or otherwise, withdrew almost all the students from the S. S A. school. The Manager of the B. V. R. school without getting the previous sanction of the Department opened not only additional classes in the primary department but also opened all at once a preparatory class, a first form and a second form and admitted all the Ezhuva students. Complaints were made by the Manager of the S. S. A. school to the Director who after making inquiries passed the order that the additional classes should be abolished forthwith. I may be allowed to read a few sentences from the order of the Director.

Now in the face of this order the Manager of the B V. R. school continued to run all these classes. Again the Director issued another order dated 11th April 1931. In spite of all these orders of the Department, on the re-opening of the school in 1106 the Manager of the B. V. R. school still continued to maintain all these classes and if my information is correct not only did he not obey the orders of the Director in this matter but also defied them by opening the third form. The Department then seems to have issued an order calling upon the Manager to explain why he conducted the Lower Secondary forms without recognition. . On the receipt of this order I understand that the Manager closed down the third form and the second form but continued even then to run the first form, the preparatory class and the other divisions in the primary department. The last order of the Director seems to have been given some two or three weeks ago, that is a peremptory order, asking the Manager to close down all the classes which have not received recognition. Now it seems that another order has been passed by the Director giving sanction to this Manager to run the first form and the preparatory class. I do not know whether I am right but that is what I have understood from the people of the locality and from the Manager of the S. S. A. school. Now, Sir, what is the justification for granting sanction to the Manager of the B. V. R. school for running this first form and the preparatory class? The Director has himself said in the first order that the needs of the locality are fully met by the existing S. S. A. school. The Manager of the B. V. R. school has all along been disobeying the provisions of the Code and also defying the orders of the Department. Does this Department want to place a premium on the Managers who disobey the orders? By such sort of

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actions does not the Department bring ridicule upon it? I do not want to abolish the forms of the B. V. R. school if there is scope for two lower secondary schools in the locality. My point is that there is no such scope in this locality and that the giving of sanction to the B. V. R. school to conduct these classes will cause the ruin of the S. S. A. school. I may also mention here that it is the only institution conducted by these depressed classes called the Arayas a community which unfortunately did not get a representation in this House. Sir, in view of all these things I would request the Government immediately to ask the Manager of the B. V. R. school to abolish these classes. The Director very well knows that the strength of the S. S. A. school has been affected by the opening of these classes in the B. V. R. school. The Director may answer that by abolishing the classes communal tension will grow higher. My submission is that communal feeling will only go down if you abolish the additional classes. The Department should not be a party to the setting up of communal schools. The students who study in the B. V. R. school will have to go to the S. S. A. school. Giving a separate institution to separate communities will only fan communal feelings and not kill them.

Mr. M. K. Raman.—I may assure the House that I do not hold a brief for any school now. I was under the impression that this House was intended to discuss questions of general principles concerning the Departments. I was feeling that I was hearing an opponent arguing his case, but I do not think there is any necessity here to go into the merits of the individual institutions either of the B. V. R., S. S. A. or any other school. I do not find any point in this sort of argument. In fact, if the Director of Public Instruction has issued one order, subsequently if he finds a necessity to issue some other order, I do not know what stands in his way of doing it. I am really at a loss to understand how individual members can bring forward motions on behalf of individual schools or any particular institutions. If this is so, I have also a number of cases. A number of persons have been coming to me. But I believe we have got certain principles to keep up. If cut motions are moved in connection with the merits of individual cases, it is a very bad principle. If the Director has issued a wrong order, he can correct himself. Once upon a time I might have presented a petition, but now I am not in any way concerned with it I think it is not right for individual Members to bring individual grievances here.

മിസ്റ്റർ കെ. അയ്യപ്പൻ.—സർ, ഈ വിഷയത്തെപ്പറ്റി ഇവിടെ പറ ഞ്ഞിട്ടുള്ള സംഗതികൾ കേട്ടാൽ മതി സ്പെഷിനോട് ഗവണ്മെന്റ് പ്രത്യേക

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പക്ഷപാതം കാണിച്ചു എന്നും പള്ളിപ്പുറത്തുള്ള ഈഴവർ ഒരു സ്കൂളിനെ നശിപ്പിക്കാൻ കാരിഷ്യം കാണിച്ചുവെന്നും തോന്നിപ്പോകും. ഡിപ്പാർട്ട്മെണ്ടു നിയമങ്ങളെ ഒരു സ്കൂളും വരവണ്ണം തറവാതെ അനുഷ്ഠിക്കുന്നില്ല. പ്രീവിയസ് സാങ്ഷൻ വാങ്ങിയതിനു ശേഷമെ ഒരു സ്കൂളും, കാസ്സും തുടങ്ങാൻ പാടുള്ളു എന്നു നിശ്ചയം ഉണ്ടു്. അതനുസരിച്ചു പ്രീവിയസ് സാങ്ഷൻ എഴുതും, ആസാങ്ഷൻവന്നിട്ടു ഒരിക്കലും സ്കൂൾ തുടങ്ങാൻ സാധിക്കയില്ല. അതുകൊണ്ടു ആ സാങ്ഷനെ പ്രതീക്ഷിച്ചുകൊണ്ടു സ്കൂൾ തുടങ്ങും. സാങ്ഷൻ പിന്നീടു വരികയും ചെയ്യും. അങ്ങിനെയാണു പതിവു. അല്ലാതെ പ്രീവിയസ് സാങ്ഷൻ വന്നിട്ടു തുടങ്ങാൻ കാത്തിരുന്നാൽ അക്കൊല്ലം സ്കൂൾ നടത്താൻ സാധിക്കയില്ല. ഡിപ്പാർട്ട്മെണ്ടു കല്പനകൾ വാസ്തവത്തിൽ അനുസരിക്കേണ്ടതു ബി. വി. ആർ. സ്കൂളല്ല. കൂടികാൾ സർട്ടിഫിക്കേറ്റ് കൊടുക്കാൻ ഡയറക്ടർ അയച്ചു തരുന്നു എസ്സ്. എസ്സ്. അരയാ സ്കൂൾ, സെൻറ് ജോർജ്ജ് സ്കൂൾ ഇതേവരെ അനുസരിച്ചിട്ടില്ല. ഒരു സ്കൂളിനു സാങ്ഷൻ കൊടുത്താൽ അടുത്ത സ്കൂൾ എന്തിനു മെയപ്പെടുന്നു? ഈഴവരുടെ സ്കൂളിനു സാങ്ഷൻ കൊടുത്താൽ മറ്റുസ്കൂളുകൾ മെയപ്പെടരുതു്. എല്ലാ സ്കൂളിനും സാങ്ഷൻ കൊടുക്കണം. സ്വയം ജീവിക്കാൻ ഏതു സ്കൂളിനു ശക്തിയുണ്ടോ ആ സ്കൂൾ ജീവിച്ചുകൊള്ളട്ടെ! ഈ വാദം ഇതിനുമുമ്പു ഒരിക്കൽ ഈ സഭയിൽ വന്നിട്ടുള്ളതാണു്. ഒല്ലൂരിൽ ഒരു സ്കൂളിനെപ്പറ്റി മാന്യ തുപ്പുണിത്തുറ മെമ്പർ ആയിരുന്ന മിസ്റ്റർ തോമസ്സ് മാഞ്ഞൂരാൻ ഒരു നിശ്ചയം കൊണ്ടുവന്നിരുന്നു. ഒരു ഗവമ്മെണ്ടു സ്കൂളിനടുത്തു വേറൊരുസ്കൂൾ നടത്തുന്നതിനു സാങ്ഷൻ കൊടുക്കണമെന്നായിരുന്നു വാദം. അതിനെ ഈ സഭ സ്വീകരിച്ചിട്ടുണ്ടു. അതായതു കൂടികാൾ ഉണ്ടെങ്കിൽ സാങ്ഷൻ കൊടുക്കണമെന്നു്.

മിസ്റ്റർ പാറേ മമ്പിള്ളി.—തീരുമാനിച്ചിട്ടില്ല.

മിസ്റ്റർ കെ. അയ്യപ്പൻ.—തീരുമാനിച്ചില്ലെങ്കിൽ ഇനിയെങ്കിലും തീരുമാനിക്കണം. നിയമപ്രകാരം കൂടികാളും സ്റ്റാഫും സ്ഥലവും ഉണ്ടെങ്കിൽ എന്തു ന്യായം പറഞ്ഞാണു് ഗവമ്മെണ്ടു സാങ്ഷൻ കൊടുത്തിരിക്കുന്നതു്.

എസ്സ്. എസ്സ്. അരയാ സ്കൂളിനേയും ബി. വി. ആർ. സ്കൂളിനെയും സംബന്ധിച്ചുള്ള ഒരു പരമാർത്ഥം ഇവിടെ വിവരിച്ചു മനസ്സിലാക്കേണ്ടതായിട്ടുണ്ടു. അരയാ സ്കൂൾ മാനേജർ സെക്കൻഡ് ഫാറം തമിഴ് സ്കൂളിനു വേണ്ടെന്നു അഭിപ്രായക്കാരനായിരുന്നു. വളരെ പേർ നിർബ്ബന്ധിച്ചിട്ടും അദ്ദേഹം സെക്കണ്ടു് ഫാറത്തിനു അപേക്ഷിക്കാൻ സമ്മതിച്ചില്ല. അപ്പോൾ ഈഴവർ ഒരു ലോവർ സെക്കണ്ടറി സ്കൂളിനു ശ്രമം തുടങ്ങി. അവർക്കു തൊട്ടുതന്നെ അതിനു ശ്രമമുണ്ടായിരുന്നു. അരയാസ്കൂൾ സെക്കണ്ടറി ആയതുകൊണ്ടു ആശ്രമം നിറുത്തിവെച്ചിരുന്നതാണു്. എന്നാൽ അരയാ സ്കൂളിൽ സെക്കൻഡ് ഫാറം വെക്കുന്നില്ലെന്നു കണ്ടപ്പോൾ ഈഴവർ മുൻശ്രമം വീണ്ടുംതുടങ്ങി. അപ്പോൾ ചിലർ അരയാസ്കൂൾ മാനേജരെപറഞ്ഞിളക്കി സെക്കൻഡ് ഫാറത്തിനു അപേക്ഷിപ്പിച്ചു. അവധി കഴിഞ്ഞിരുന്നതുകൊണ്ടു കമ്പിഅടിച്ചാണു അനുവാദം ചോദിച്ചതു. എങ്കിലും ഇപ്പോഴെക്കു ഈഴവർ അവരുടെ ശ്രമം പൂർത്തിയാക്കിപ്പോയി. അവർ തീയ്യ ലോവർസെക്കണ്ടറി സ്കൂൾ തുടങ്ങി. ഇങ്ങിനെയാണു് മത്സരം ഉണ്ടായിത്തീർന്നതു്. ഇതിൽ ഈഴവക്കു എന്തു കുറ്റമാണുള്ളതു? അവർ അരയാസ്കൂളിനു കൂടുതൽ ക്ലാസ്സുകൾ വെക്കുവാൻ അനുവാദം കൊടുത്തുകൂടെന്നു പറഞ്ഞില്ല. അവക്കു അനുവാദം വേണമെന്നെ പറഞ്ഞുള്ളു. ഇനിയും അവക്കു അതുമാത്രമെ വാദമുള്ളു. അവരുടെ ന്യായമായ ഈ വാദം നിഷേധിക്കാൻ ഗവമ്മെണ്ടിനു ഒരു ന്യായവും ഉണ്ടായിരിക്കയില്ല.

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Mr. P. Krishna Menon.—As one who had something to do with the St. George School in question, I think I may add a few words to what has fallen from the mouth of the Hon'ble Member for South Ezhuvas. Before doing that I would request the Hon'ble Member for Narakkal to define the principle upon which he has tabled the motion.

Mr. Paul Mampilli.—I have defined the principle.

Mr. P. Krishna Menon.—Then, I say the principle is one which is most pernicious. If I have understood the principle from the speech of the Hon'ble Member, it is that in case one school will suffer, no recognition should be given to another school which is seeking recognition.

Mr. Paul Mampilli.—That is not my principle.

Mr. P. Krishna Menon.—If the S. S. A. School will go to ruin as the Hon'ble Member seems to have stated, if recognition is given to the B. V. R. School, I am led to infer that that is the only principle for which the Hon'ble Member for Narakkal has tabled this motion. Apart from that, what is the principle involved here? Is it a question of granting recognition or the question of grant-in-aid? If it is a question of granting recognition, as was observed by the Hon'ble Member for South Ezhuvas, it is the duty of the Government if the school or the institution satisfied the requirements entitling them to recognition, to see that it is given. I had occasion to urge the interests of another school before Diwan Mr. Narayana Ayyar and as he pointedly asked me the principle I would advocate, I had no hesitation in saying that the principle was that, even if there is only one student, if they want recognition, recognition must be granted. That principle was granted and recognition was given to classes where there were only 7 students. Therefore, the principle is we ought to do, I mean the Government ought to do, what it can, by granting recognition to facilitate the spread of education. Nothing more is incumbent upon the Government but to look to the required standard of efficiency. That must be fulfilled. Whether any other school will be affected, is a question which ought not to affect the Government in a policy of aiding education universally. That argument that the S. S. A. School will suffer lets the cat out of the bag. In what way? Is it not in the case of grant? Isit anything else? It cannot be anything else. It cannot suffer efficiency in any way. It is only in the case of grant.

Mr. Paul Mampilli.—The S. S. A. School does not receive grant for the Lower Secondary Forms.

President.—Order, order.

Mr. P. Krishna Menon.—Perhaps if that correction is to be accepted, I have only to add one word more that it is

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only in anticipation and to get the required numbar more are invited. The real question is nothing but the question of grant. That should never be the policy of Government. Therefore, I strongly oppose the motion.

Mr. Joseph Petta.—Sir, I never thought of speaking on this motion, but since the question of principle has been brought into this matter, I may just put in a word on behalf of this principle. It is a well established principle not only in Cochin but all over India, and we have it in the University Regulations also, that while there is one institution in a locality, no recognition should be given to another institution close to it, which might affect the existing institution prejudicially. It is a principle which is accepted by the University and by the Governments in many other places and it is a principle of the Cochin Government, too. If one school is sanctioned in a place and then close to it another school is sanctioned, there would be unhealthy competition between the two schools. Now, some of the Hon'ble Members here seem to favour this kind of competition. 'Let there be competition', they say, 'and let the fittest survive'. But if this policy is accepted, I am sure it will lead to a great confusion, a great dislocation of the entire educational machinery of Cochin; and it is calculated in the long run only to discourage private initiative rather than to encourage it, in the field of education. I only want to bring this point to the attention of the Government and not to speak on the respective merits of the institution that have been brought into this case.

Mr. I. N. Menon.—My duty at this moment is not to defend this department if this House considers the policy of this department has been indefensible, but to clear up some misunderstandings and to make a statement of fact rather than enunciate a principle. Before I proceed to the resolution itself I must say that there has been a certain amount of misunderstanding between Hon'ble Members. The Hon'ble Member for Adur said that the University opposed the opening of colleges where the area has been served by other colleges. This question was mooted when the affiliation of the Ernakulam College was considered. I have in my hand the statement of the University and I shall read it. (*Hear, hear*).

Mr. Joseph Petta.—I may say that the correspondence was on the understanding of the Pan-Kerala University and not in the case of affiliation of colleges.

Mr. I. N. Menon.—As far as affiliation is concerned it has never been refused on the ground that there are other colleges in the locality engaged in the same or similar work. Sir, I do not wish to controvert anything that is said here. My only

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point here is to clear some misunderstanding. The two points which were urged in the speech commending the motion to the notice of this House were that the B. V. R. School has been definitely disobeying the orders of the department and the department has been issuing orders to suit this disobedience and lastly that the interests of the S. S. A. School have been completely ignored by this department. Sir, I would speak not merely dispassionately, but with a great deal of reserve as it is liable to be a heated speech which I am most anxious to avoid on this occasion.

In regard to the first point that the B. V. R. School has been continuously disobeying orders, I would only like to say that I was under the impression that there was a lower secondary school conducted in the B. V. R. School buildings. It was only when it was brought to my notice that the primary school was conducted as the B. V. R. School and another set of lower secondary forms was being run in a different part of the buildings by a quite different Manager, that I realised that there was some misunderstanding. The first order was then rescinded. Why should I, just because I happened to be an official, deny myself the privilege of correcting an order which might have been issued? I don't think that I am open to the charge of vascillation by such self-correction (*Hear, hear*) for utter consistency is a virtue only in the infallible.

The second point, Sir, is that the interests of the S. S. A. School had been set at nought by these orders. As the Hon'ble Member for Narakkal himself admits, I tried my utmost by a series of attempts at artificial respiration to bring this school into life. I have not yet surrendered all hope. Is that, Sir, a sufficient justification for me to deny a community of preponderating numbers the privilege of starting a school with recognition but no aid? Sir, the order which was issued by this department is strictly provisional. The order itself says that the B. V. R. school is permitted to provisionally open Form I subject to the findings of the Educational Survey. I do not find any reason why I should not make this measure of concession particularly because we have not got all the facts about that locality and I thought I would leave the whole matter to the dispassionate enquiry conducted by those responsible for the survey; and this provisional order has been construed as strictly contradictory. I have absolutely no interest in this executive act and nothing definite has been done yet, because the department feel that in matters like this it is essential to create an atmosphere of peace; particularly because we have a survey started by us and, unless

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we have an atmosphere of peace and conciliation, it is very difficult to ascertain even the facts. If any unconscious injustice to any one has been done, it is only for a few weeks, because the area is going to be surveyed in Chingam or Kanni. If the Hon'ble Member thinks that it will be possible, he may place these facts before this inquiry and if the appraisal of these facts is likely to lead to the desired conclusion I shall not certainly turn a deaf ear. I do not think anything more is needed from me. I have not I think changed the definite policy of the department in allowing the school provisionally to open a small division or form.

Mr. Paul Mampilli.—Sir, I may say a few words in reply. I find some of the Hon'ble Members are under an impression that I am bringing communalism or some such thing here. I have tabled this motion to draw the attention of the Government to the general principle that indiscriminate recognition should not be given where the necessity of that locality is met by an school, already existing. Supposing a philanthropic man had taken into his mind to start a school at one time constructed buildings for it and spent a lot of money thereon, and suppose another person a richer and more influential man comes to the scene in order to ruin the school by starting another school in the same locality and then ask the Government to give him recognition. Of course on account of his position and status and influence he may be able to draw all the students to his school, should this be allowed? I don't think that the Government should be a party to ruin another school. I believe the Government ought to discourage such a thing. We ought to see whether the existing school would meet the requirements of the locality and whether it would adversely affect a school near by before recognition is given. If there is really no need for another school recognition should not be given to such school. I have already shown that the needs of the locality is met by the present S. S. A. School. And then also I may say that the V. V. Sabha protested against giving sanction to the B. V. R. School so that you cannot say that all the members of the Ezhuva Community as a whole wanted to start this B. V. R. School. Of course in view of the assurance given by the Hon'ble Member for Education that in the course of the Educational Survey all these things will be taken into consideration, I withdraw the motion.

The motion was withdrawn with leave of the House.

Motion No. 19.

Mr. A. Eachara Menon.—*To reduce the allotment of Rs. 6,35 528 for Primary Education by Re. 1.*

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Mr. A. Eachara Menon.—Sir, I have tabled this motion to bring before the Government the necessity of an Anglo-Vernacular school in the easternmost part of my constituency. We have got more than 8 Vernacular schools in the place and the nearest Anglo-Vernacular school to this place is Nelleppilli and the distance from these parts is 4 to 6 miles. Further, Sir, why I want an Anglo-Vernacular school, there, is that most of the pupils who pass from the Vernacular schools are admitted only in the lower classes of the Anglo-Vernacular school. There by they lose one or two years. The Department has a rule that if a pupil of a Vernacular school goes for admission to an Anglo-Vernacular school the authorities can demand that he may be examined and taken to the class to which he is fit. Unfortunately these pupils even though they had the necessary qualifications were not taken to the classes to which they were fit, simply because they were pupils in a Vernacular school the previous year. This is a difficulty which should be removed. Pupils who go to these lower classes would only be 7 or 8 years old and they can't be expected to go a long way to attend an Anglo-Vernacular school. Now the inhabitants of these localities are almost Tamilians and without the vernaculars they cannot get on in their professions. It is therefore very necessary that some sort of English education should be given to these people. A few weeks ago I had occasion to go to this locality and I found to my surprise that there were 60, pupils in a Vernacular school. If an Anglo-Vernacular school is given to those people and at the place where this school is now situated which is only 2 miles distant from the various Vernacular schools, all these Vernacular schools will feed this school. If the Government will only make a survey of the place they will come to the conclusion that it is very necessary. I therefore request the Government to take this matter into consideration.

Mr. C. A. Ouseph.—Though coming far away from the place represented by the Hon'ble Member who moved the reduction I have a working knowledge of that area so as to recommend this motion to the acceptance of the House. That part of the Chittur Taluk is an almost neglected part in the Cochin State especially in regard to education. Somehow or other the attention of the Education Department, and I may say of other Departments also, like Medicine, etc., has not been sufficiently directed to that part of the State (*Hear, hear*).

The persons living there, though not classed as depressed can certainly be considered to be worse than those whom we now characterise as the depressed classes. There are a very large number of Christians and Hindus both speaking Tamil who had not even heard of Primary education. I may say, Sir, for your

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information that, a decade or two ago most of the criminal cases tried by the Trichur Sessions Court came from that area. The duty of the Government to reclaim those people is great. You may have to spend some more money than you spend now. But the experiment is worth trying and if you succeed in reclaiming the people there, they will certainly be assets to the State. I support the motion.

Mr. I. N. Menon.—Sir, any reply to this motion will be, I consider, out of place, because I do not see any difference in point of view between the mover and myself. But I would like to correct one or two points. In the first place the motion is intended to draw the attention of the Government to the need for an Anglo-Vernacular school. Government have been alive to this necessity. Now, it may be asked why Government have not done anything. More than a year ago it was brought to the notice of this department that these areas in the Chittur Taluk were desperately backward in point of education and we had under contemplation the question of introducing compulsory education. With this project in view, I visited some of the areas particularly Meenakshipuram, had very detailed conversations with the members of the Panchayat and with the poor inhabitants. I was driven to the conclusion that the introduction of compulsory education in a place which is so backward in material prosperity is likely to operate as a hardship. However, special instructions have been issued to the Deputy Inspector of schools and the Inspector of Schools to submit proposals with regard to the number of schools that may have to be opened in these areas. So this is not really being brought to the notice of the Government for the first time. It has been known to the Government and some attempts have already been made. Instead of giving this area to the Inspecting Officer for Survey, I had got it reserved for myself so that I may satisfy myself at first hand that the educational requirements of the localities have been fully satisfied. Sir, I do not know how, when the department was desperately trying with the co-operation of the Hon'ble Member to satisfy the requirements of the locality, it comes in for a cut motion.

Mr. A. Eachara Menon.—For the last six years I had been speaking in this House about this, but I do not find anything done except that the Education Department gave a school to Ramavarmapuram—Puthur. They did nothing for those people. I do not speak of them as backward classes and classes from where criminal cases originate. Some one of my constituents who was here on hearing me refer to them as such, feared that the authorities would have a bad impression about

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them. It was said by somebody that it would be unwise for me to proclaim to the world that they belonged to these classes. I am glad that the Government have under consideration the question of starting a school. I beg leave of the House to withdraw the motion.

The motion was withdrawn with leave of the House.

Motion No. 20.

Mr. K. Mohamed Seethi.—*To reduce the allotment of Rs. 6,35,528 for Primary Education by Re. 1.*

Mr. K. Mohamed Seethi.—Sir, before I move this cut motion may I ask for a point of information with regard to prospect of the revision of the Quran Teachers' salary and if I get a satisfactory reply there will not be any necessity for moving this cut motion. The necessity for the revision of the Quran Teachers' and the Arabic Teachers' pay has already been brought to the notice of the Government by me on several occasions.

Mr. I. N. Menon.—Proposals have been submitted and I think it would have been sanctioned by now. I have got every reason to believe that they will be sanctioned.

Mr. K. Mohamed Seethi.—I do not then propose to move this motion

Hence the motion was considered withdrawn.

Motion No. 21.

M. K. P. Vallon.—*To reduce the allotment of Rs. 6,35,528 for Primary Education by Re. 1.*

മിസ്റ്റർ കെ. പി. വള്ളോൻ.—അധഃകൃതവിദ്യാർത്ഥികൾക്കും മറ്റും ചെയ്യുന്ന സഹായങ്ങളെ സംബന്ധിച്ചുകൊണ്ടു പറവാനാണ് ഞാൻ ഈ ഉപക്ഷേപം കൊണ്ടുവന്നിട്ടുള്ളതു". അധഃകൃത വിദ്യാർത്ഥികൾക്കു താവണ്ടിൽ നിന്നും കൊടുക്കുന്ന പുസ്തകങ്ങളും മറ്റും ഒന്നും രണ്ടും മാസങ്ങൾ കഴിഞ്ഞതിനു ശേഷമാണ് കിട്ടിവരുന്നതു". അതു താമസിക്കുന്നതുകൊണ്ടു വിദ്യാഭ്യാസവിഷയത്തിൽ കുട്ടികൾക്കു വളരെ വിഷമങ്ങൾ നേരിടുന്നുണ്ടു. അതിനായി കാലെ കൂട്ടികൊടുത്താൽകൊള്ളാം. വിദ്യാർത്ഥികൾക്കു ഉച്ചഭക്ഷണവും മുണ്ടും കൊടുത്തിരുന്നതിനുപകരം ഇപ്പോൾ കുറച്ചുമാസങ്ങളായി അതിന്റെ സംഖ്യ കൊടുക്കാമെന്നു വെച്ചിട്ടുണ്ട്" അതും തക്കസമയത്തു കിട്ടുന്നില്ല. ഇക്കൊല്ലം സ്കൂൾ തുറന്നതിനുശേഷം ആ വക സംഖ്യകൾ ഇതുവരെ കിട്ടാത്ത സ്കൂളുകൾ ധാരാളമുണ്ട്. ഇതു എന്തുകൊണ്ടാണെന്നു എനിക്കു അറിഞ്ഞാൽകൊള്ളാം.

ഇനി ഉദ്യോഗനിയമനത്തെ സംബന്ധിച്ചാണ് പറവാനുള്ളതു". സ്കൂൾ ഫൈനൽ പാസ്സായിട്ടുള്ളവർക്കുമാത്രമെ സ്കൂളിൽ ഉദ്യോഗംകൊടുക്കുവാൻ പാടുള്ളു എന്നൊരു രൂളുണ്ടു. അങ്ങിനെ ഒരു രൂളുണ്ടെങ്കിൽ അധഃകൃതരെ സംബന്ധിച്ചേടത്തോളം ആ രൂൾമാറ്റിവെയ്ക്കുന്നതാണ്. എസ്സൊ, എട്ടാം ക്ലാസ്സ് പാസ്സായിട്ടുള്ള അധഃകൃതർക്കു മൈനറി സ്കൂളുകളിലെങ്കിലും പഠിപ്പിക്കുവാൻ മാസ്റ്റർഉദ്യോഗം കൊടുക്കേണമെന്നു ഞാൻ പ്രത്യേകം ഓർമ്മിപ്പിച്ചുകൊള്ളുന്നു.

മിസ്റ്റർ ഐ. എൻ. മേനോൻ.—അധഃകൃത വിദ്യാർത്ഥികൾക്കു അനുവദിച്ചിട്ടുള്ള സഹായധനം അവരവരുടെ കയ്യിൽകിട്ടുവാൻ താമസം വരുന്നുണ്ടെന്നു

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മെമ്പർ പറയുന്നതിനെ പറ്റി അനെപക്ഷിച്ച് വേണ്ടതു ചെയ്യാം. ഓരോ സ്കൂൾകാരും അവരുടെ സ്കൂളുകളിലെ കുട്ടികൾക്കു വേണ്ടതു എഴുതിഅയച്ചാൽ ഉടൻ അനുവദിക്കയാണ പതിവു. പിന്നെ കടമോഷനിൽ പറഞ്ഞിട്ടുള്ള ഒരു കാര്യം ഉദ്യോഗനിയമനമാണ. സ്കൂൾ ഫയനൽ പാസ്സായിട്ടുള്ളവർക്കു മാത്രമെ വിദ്യാഭ്യാസ ഡിപ്പാർട്ടുമെണ്ടിൽ ഉദ്യോഗം കൊടുക്കയുള്ളു എന്നുള്ളതു പൊതുവായ ഒരു നിയമമാണ്. ആ പൊതുവായ നിയമത്തിൽ പലെ വ്യത്യാസങ്ങളും വരുത്താറുണ്ടു്. എന്റെ അനുഭവത്തിൽ പെട്ടിടത്തോളം ഈ എട്ടു മാസത്തിനിടക്കു അധികൃതവർഗ്ഗക്കാരിൽ നിന്നും, പ്രത്യേകിച്ചു് പുലയരിൽനിന്നും, ഒരു അപേക്ഷയും വന്നിട്ടില്ല. സ്കൂൾ ഫയനൽ പാസ്സാകാത്ത ഏതെങ്കിലും ഒരു അധികൃതനിൽനിന്നും ഉദ്യോഗത്തിന്നായി അപെക്ഷ വന്നിട്ടുണ്ടെങ്കിൽ ഞാൻ അനുവദിക്കാതെ ഇരിക്കയില്ല. അടുത്തുതന്നെ മണ്ണാൻ സമുദായത്തിൽപെട്ട സ്കൂൾ ഫയനൽ പാസ്സാകാത്ത ഒരാളെ ക്ലാർക്കായിഞാൻ വെച്ചിട്ടുണ്ടു്. സ്കൂൾ ഫയനൽ പാസ്സായിട്ടുള്ളവർ ഇതരസമുദായങ്ങളിൽ അസംഖ്യം ഉണ്ടെന്നു ഞാൻ പറഞ്ഞു അറിയിക്കേണ്ട ആവശ്യം ഇല്ല. ഉദ്യോഗനിയമനത്തെ സംബന്ധിച്ചു് ബഹുമാനപ്പെട്ട മെമ്പ്രിനോടു എനിക്കു പറവാനുള്ളതു ഇതാണ്. അതായതു പരീക്ഷ പാസ്സായിട്ടില്ലാത്തവരെ കഴിയുന്നതും ക്ലാർക്കന്മാരായി വെയ്ക്കേണ്ടതാണെന്നാണ് ഞാൻ പറയുന്നതു. ഈ ഡിപ്പാർട്ടുമെണ്ടിൽ ഉദ്യോഗനിയമനത്തിൽ രണ്ടുദ്ദേശം ഉണ്ടു്. ഒന്നു വിദ്യാഭ്യാസവൽക്കരണം; രണ്ടാമതു തൊഴിൽ ഇല്ലാത്തവർക്കു തൊഴിൽ ഉണ്ടാക്കികൊടുക്കുക. ഇതിൽപരമായ ഉദ്ദേശം വിദ്യാഭ്യാസവൽക്കരണമാണ. ഉദ്ദേശത്തിന്നു വിരുദ്ധം വരുകയില്ലെന്നുകണ്ടാൽ നിവൃത്തിയുണ്ടെങ്കിൽ നോക്കാം. പക്ഷെ അവരെ ക്ലാർക്കന്മാരായി നിയമിക്കുകയാണ് നല്ലതെന്നാണ ഞാൻ വിചാരിക്കുന്നതു. ഞാൻ ചെയ്യുവരുന്നതും അങ്ങിനെയാണ്. അധികൃതരിൽനിന്നും പാസ്സാകാത്ത ഉദ്യോഗത്തിനായി എന്നോടു അപേക്ഷിക്കുന്നവർക്കു ഞാൻ ഉദ്യോഗം കൊടുക്കാതെ ഇരിക്കയില്ല.

മിസ്റ്റർ കെ. പി. വള്ളോൻ.—ഉപക്ഷേപം ഞാൻ പിൻവലിച്ചുകൊള്ളുന്നു.

The motion was therefore considered withdrawn.

Motion No. 22.

Dr. K. Sankara Menon.—*To reduce the allotment of Rs. 500 for Quran Teachers, etc., by Rs. 10.*

Dr. K. Sankara Menon.—I do not move.

Hence the motion was considered withdrawn.

Motion No. 23.

Mr. K. Mohamed Seethi.—I do not propose to move that cut in view of the reply which the Hon'ble Member for Education gave me during question time on a previous day.

Hence the following motion was considered withdrawn.

Mr. K. Mohamed Seethi.—*To reduce the allotment of Rs. 1,53,645 for Malayalam schools by Re. 1.*

Motion No. 24.

Dr. K. Sankara Menon.—*To reduce the allotment of Rs. 17,000 for Public Examination by Rs. 100.*

Dr. K. Sankara Menon.—Sir, in tabling this motion I have to invite the attention of the Government to the scandalous

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nature of the question papers that have been set for the Schoo Final Examination. Some of the papers were badly criticised in some of the local newspapers. I do not know what steps were taken by the Government to rectify or to make arrangements for the non-occurrence of the such mistakes hereafter. I simply wanted to draw the attention of the Government to take some effective steps for the non-occurrence in future. I have to make a suggestion in this matter, that is, some non-departmental members may also be taken in the Board. Now many students suffer by this kind of irresponsible method of setting question papers. It is also said, I do not know how far it is true, that some of the Examiners had committed very serious mistakes in the addition of the marks which had to be corrected by the Secretary to the Board. Now, I leave it to the Hon'ble Member for Education to enquire and do the needful in the matter.

Mr. I. N. Menon.—Sir, it is quite true that there is preponderance of officials in the Board and the suggestion of the Hon'ble Member will certainly be borne in mind in reconstituting the Board. The period of the old Board is coming to an end by the end of this year and in reconstituting the Board next year the suggestion will be very greatly borne in mind.

Dr. K. Sankara Menon.—I withdraw the motion.

The motion was withdrawn with leave of the House.

Motion No. 25.

Mr. K. Ayyappan.—*To reduce the allotment of Rs. 70,354 for 8 Miscellaneous by Re. 1.*

മിസ്റ്റർ കെ. അയ്യപ്പൻ.—ടെക്സ്റ്റ ബുക്കുകൾ വയ്ക്കുന്നകാര്യത്തിൽ വിദ്യാഭ്യാസത്തിന്റെ ആവശ്യം പ്രധാനമായി കരുതാതെ പുസ്തകക്കച്ചവടക്കാരുടെ ലാഭത്തെ മുഖ്യമായി കരുതി വരുന്ന ഒരു നയം ഇവിടെ ഉള്ളതായി തോന്നിപ്പോകുന്നു. ഇപ്പോഴത്തെ ടെക്സ്റ്റ ബുക്കുകൾ എടുത്തുനോക്കിയാൽ വലിയ ഗുണമുള്ളതു വളരെ കാണുകയില്ല. ഇംഗ്ലീഷ് പുസ്തകം കൂടി നാട്ടുകാർ എഴുതുന്ന പൊട്ടകൃതികൾ വെച്ചുകൂടങ്ങിയിരിക്കുന്നു. ഇംഗ്ലീഷുകാർ എഴുതിയ പുസ്തകങ്ങൾ എത്രയെത്തിലും ധാരാളം ഇംഗ്ലീഷിലുണ്ട്. അവർ ഇൻസ്പെക്ഷനു യോജിച്ച തരത്തിലും നോംതരം പുസ്തകങ്ങൾ എഴുതിയിട്ടുണ്ട്. ഇംഗ്ലീഷിൽ പുസ്തകക്ഷാമമില്ല. മലയാളത്തിലാണെങ്കിൽ നല്ല പുസ്തകങ്ങൾ ഉണ്ടായിരിക്കെ നമ്മുടെ കുട്ടികളെ ഈ വക പുസ്തകങ്ങൾ പഠിപ്പിച്ചു അവരുടെ ഇംഗ്ലീഷ ചീത്തയാക്കേണ്ട ആവശ്യമുണ്ടെന്നു തോന്നുന്നില്ല. മലയാളപുസ്തകങ്ങൾ പ്രിസ്ക്രൈബ ചെയ്യുന്നതു വിദ്യാഭ്യാസത്തിന്റെ ആവശ്യം പ്രധാനമായി നോക്കാതെ കച്ചവടക്കാരുടെ ലാഭത്തെ പ്രധാനമായിക്കരുതിയാണെന്നു മനസ്സിലാക്കാൻ യാതൊരു പ്രയാസവും ഉണ്ടാകയില്ല. അങ്ങിനെ കച്ചവടക്കാരുടെ ലാഭത്തെ പ്രധാനമായി നോക്കി പുസ്തകം പ്രിസ്ക്രൈബ ചെയ്യുന്നതുകൊണ്ടു പല അപത്തുകളും ജനങ്ങൾക്കു വരുന്നുണ്ട്. കൂടക്കൂടെ ഇങ്ങിനെ പുസ്തകം മാറേണ്ട ആവശ്യമേ ഇല്ല. ഒരു നൊറപുസ്തകം ഒരിക്കൽ പ്രിസ്ക്രൈബചെയ്താൽ അതു മോശമാണെന്നുകണ്ടാൽ അല്ലാതെ, അല്ലെങ്കിൽ

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അതിനേക്കാൾ നല്ലതായ പുസ്തകം വന്നതിനുശേഷമല്ലാതെ കുട്ടികളുടെ പുസ്തകങ്ങൾ മാറേണ്ട ആവശ്യമില്ല. ഇപ്പോൾ സ്കൂളുകളിലും ഹിസ്റ്റംകൊടുക്കേണ്ട സമയം വരുമ്പോൾ ഹിസ്റ്റംകൊടുക്കാൻ നിവൃത്തിയില്ലാതെ പത്തുനാല്പതു കുട്ടികളെ പുറത്തുനിർത്തിയിരിക്കുന്നതായി കാണാം. അങ്ങനെ ജനങ്ങൾ വിദ്യാഭ്യാസത്തിനു നിവൃത്തിയില്ലാതെ വിഷമിക്കുന്നു. ഈ അവസരത്തിൽ അവരുടെ വിഷമം കുറക്കുന്നതിനു പകരം, പുസ്തകങ്ങൾ കൂടക്കൂടെ മാറി അവരുടെ വിഷമം വർദ്ധിപ്പിക്കുന്നതു ഏതായം ഇല്ലാത്തതുകൊണ്ടാണു്. ഒരു വർഷത്തിലുള്ള പുസ്തകം പിറ്റേവർഷം മാറേണ്ട ആവശ്യം മനസ്സിലാക്കുന്നില്ല. ഈ ടെക്സ്റ്റ്ബുക്കിന്റെ കാര്യം പലപ്പോഴും ഈ സഭയിൽ പറഞ്ഞിട്ടുണ്ടു്. എത്ര പറഞ്ഞിട്ടും അതിനെപ്പറ്റി ഒരു തീരുമാനവും ഗവർമ്മെൻറിൽനിന്നും കാണ്മാനില്ല. കച്ചവടക്കാരുടെ ലാഭത്തെമാത്രമല്ല നാം നോക്കേണ്ടതു്. കുട്ടികളുടെയും മാതാപിതാക്കന്മാരുടെയും സൌകര്യത്തേയാണു. ഗവർമ്മെൻറു കച്ചവടക്കാരെ താങ്ങാതെ ജനങ്ങളുടെ സൌകര്യത്തെ അനുകൂലിക്കുന്നു എങ്കിൽ ഒരിക്കൽ ഒരു സെറ്റു നല്ല പുസ്തകം പ്രിസ്ക്രൈബുചെയ്താൽ പിന്നെ കുറെ കൊല്ലത്തേക്കു ആ പുസ്തകങ്ങൾ മാറരുതു. മാറണമെങ്കിൽ മുമ്പു നിശ്ചയിച്ചതിലും വളരെ നല്ല പുസ്തകങ്ങൾ വരികയോ മുൻപുസ്തകങ്ങൾ നിറവേറാത്ത പുതിയ ആവശ്യങ്ങൾ നേരിടുകയോ ചെയ്യണം. അല്ലാതെ പുസ്തകം കൂടക്കൂടെ മാറണമെന്നു പറയുന്നതു നാട്ടുകാർക്കു വളരെ അസൌകര്യം ആയിരിക്കും. ധനനഷ്ടമായിരിക്കും. മറ്റു പലവിധത്തിലും ഉപദ്രവമായിരിക്കും. ഒരു വീട്ടിലെ മൂത്തകുട്ടികൾ പഠിച്ച പുസ്തകം ഇളയകുട്ടികൾക്കു പഠിക്കാൻ പാടില്ലെന്നുവരുന്നതു എത്ര കഷ്ടമാണു.

Mr. C. A. Ouseph.—Sir, much need not be said on this question. From what we have seen during the last six years we know that the Government is also satisfied that the arrangements made by them for the preparation and distribution of text books are not satisfactory. I believe it was in the first Council that a vehement attack was made on a sort of monopoly given by the Government to certain publishers in the matter of supplying text books. It was made abundantly clear that there was something very rotten. The Government was pleased to put two members of this House in the Text Book Committee. Much good has not come out of it. Even now we see a mushroom growth of text books year after year.

I wonder what monstrous developments there have been in the Cochin State to justify such a monstrous increase in the number of subjects taught and the number of text books bearing thereon. Many of the text books that are now being used are not worth the name they bear. They have simply to be condemned. I am really astonished to see that there is not a printing press in the Cochin State, able to print the books that are to be used by our students. Most of the books are printed in Travancore. I know that a gentleman hailing from Travancore holds a monopoly in the matter of text books. It was also hinted at in certain news papers in this State that that gentleman was running elections for this Council. If that is so, Sir, it is a very serious matter of which notice must be taken by the

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Government. It is not very difficult to check this abnormal growth of text books. Why can't the Government make available for this purpose the services of a body of distinguished men who can be trusted absolutely ? (*Hear, hear.*) They need not necessarily be from all communities. That such a body should be responsible for the text books which are used for the mental development of our children will not be questioned. The Government can easily appoint a body of distinguished men to prepare the text books and revise them from time to time. I do not think it is a very difficult matter for the Government itself to supply the necessary text books and the gain that the Government can make can be utilised for the revision of the text books from time to time. What is the necessity for this change from year to year ? If my child uses one text book this year why can't his or her brother or sister use it the next year ? I have had some experience in that line. This change of text books every year is really irksome. And then the delay. You have to wait for a fortnight or a month after the reopening of schools for getting the names of the text books. What is the delay due to ? There is something very wrong in the matter of prescription of text books and in the matter of arranging the preparation of the text books. It is for you to set right matters and by doing so the Government will deserve the thanks of a vast number of students and a large number of parents who have now to spend an unnecessarily large amount on these text books and exercise books. Not only for text books there are authors, but for copy books, transcription books, this book, that book and all sorts of books. Let us make education cheap and not costly, especially in the primary department. What we see is that a boy or girl of 5 or 6 has a dozen copy books. What are all these for ? They do not use even 24 pages in the whole year. Some restrictions in such matters have to be made and steps ought to be taken—most rigorous steps—to see that proper text books are made in time which are worth using for more than one year. I support the motion.

Mr. K. P. Kannan Nayar.—Sir, this complaint has been going for a long time now. It was raised not only in the First Council but it has been persistently followed subsequently also. In the 2nd Council I had occasion to bring to the direct notice of the Government that in the matter of prescribing these text books the policy that was being followed by Government was far from satisfactory. There was a lot of mischief that was being played, probably I do not know what the inner motive was. The result, so far as the student population was concerned was that they had to pay a lot of money every year. Every parent had to dole out large sums of money for the purchase of text

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books which were being changed year after year. My point then was that there should be some fixity with reference to this matter. Once a text book was carefully selected and prescribed, there should be no change so far as that book was concerned until and unless it was quite sure that that book had served out its purpose and a better text book was available so far as the boys or girls are concerned. I think it was to set matters right that the then Government appointed a Committee to go into all these questions, the then Director of Public Instruction as its President, and two of the members of this Council as members—to go into the question of the working of the Text Book Committee, as well as the Board of Studies. After a long interval and probably after a careful investigation into the matter they have now submitted their proposals to the Government and the Government have passed orders on those proposals. Now, whatever may be the outcome of it, my prayer to the Government so far as the text books are concerned, is this. Do not make it a commercial concern so far as the boys or the girls are concerned, only to enrich some publishers. There is much truth in what the Hon'ble Member for Anthikad said that there is a lot of complaint with reference to a particular publisher. I do not want to mention his name. I think he was taking undue advantage of the monopoly he was getting. I pray to the Government to come to the rescue of the boys and girls, so far as the text books are concerned, and that the parents are not asked to spend much money on that. That is the sole and the main object, I believe, so far as this proposition itself was concerned. I have very great pleasure in supporting this motion, and I earnestly appeal to this House that if it comes to a point of division, the whole House will support this motion.

Mr. A. Sankara Puduval.—I shall say a few words in support of the motion. I had occasion during my budget speech to congratulate the Government on the formation of a new Text Book Committee for the vernaculars. I have been endeavouring to impress upon this House in the first council that we should aim at a uniform series of readers for Travancore, Cochin and British Malabar. Uniform readers of the approved standards should be prescribed for our primary classes here. Now, the race for monopoly of vending these books clearly shows that a certain amount of profit might be derived from it. Government spends a very large amount for primary education. There are competent pandits and munshies in the State and capable Malayalam Scholars too, and it would not be difficult for Government itself to have a committee constituted of capable men to get suitable readers prescribed for these elementary classes. Books might be sold to the students at a reasonable

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price. Such a venture, might even bring in some additional revenue to Government, which might be ear-marked for primary education. I condemn the policy of giving monopoly, in regard to these vernacular readers, to any body. The subject-matter should be such as would be understood by the children and it should also be accurate. Instances have been pointed out on the floor of this House wherein the readers in vogue are found to be full of errors. That is a matter upon which attention should be bestowed. Another matter also about which I wish to say a word is the hopelessly bad get-up of these text books. In the child's hand, the books get spoiled in the course of a month, and the same set of books have to be purchased at least 3 or 4 times in the year for each student. Surely the get-up and the pictures could be made more attractive. This is a matter upon which the department might be pleased to bestow some attention, at least in regard to the text books prescribed for our little children. I am glad to see that some improvement is proposed and I do not want to say more upon this point, till I see what the new proposals are to be.

Mr. K. Mohamed Seethi.—Sir, I also deem it my duty to add a word in support of this motion. Though Government have made primary education cheap, the laudable object of Government in making primary education cheap is to a large extent defeated by the cost of education that the pupils have to incur on account of the text books and the multiplication of text books year after year is responsible for this high cost of education. It is high time for the Government to stem the tide of this increase in the cost of education and the provision for the continuance of text books for a reasonable period, and the insistence upon the unchangeability of text books unless there are special reasons, are highly necessary in the interest of our primary education. The change in the text books is at times caused by the change in the syllabus made by the department. For example, I came across a book which had to be changed on account of the change that has been brought about in the syllabus. A book on the History of Cochin has been in use for a large number of years, and it could have been continued for several years more, but for the fact that the department insisted upon civics as a component part of History. Hence that book could not be continued. Even though that book does not contain lessons on civics, if all the lessons are to be taken into consideration, civics is also comprehended. Since civics as a special branch was required by the syllabus, the old book has been changed and a new book substituted. I simply referred to this to show that a change of the book was deemed necessary on account of the meticulous

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insistence upon the letter of the change in the syllabus. In such matters, with the reconstitution of the committee, I think the hardship that is caused to the students might be mitigated and I hope Government will keep a vigilant watch over the activities of the Text Book Committee and those responsible for the prescription and distribution of text books. With these words, I support the motion.

Mr. M. K. Raman.—I too deem it my duty to contribute some words to this discussion, because I know just a little of the working of the Text Book Committee, when I was a member in it, a few years back. I do not know whether the same practice is in vogue now. But I think that the remedy that we want cannot be brought about under the existing state of affairs and under the existing nature of the constitution of the Text Book Committee. What the Text Book Committee and the Board of Studies are now doing is only selecting from certain publications which are submitted to them for approval or disapproval. Invariably most of these publications that come there, contain large number of mistakes and therefore it is very difficult to select a proper set of books from those that are submitted to them. I think if we introduce the practice that is now prevailing in Travancore, we may be able to do much better. There the Government select a set of authors. Competent persons are selected by the Government and they are asked to write about subjects they want and the Government actually takes up and gets all the copy-rights and they get the books printed at their own cost. The printing is entrusted to somebody and these books are continued for several years together. That is the only method of improving the text books. Otherwise the change of text books will be going on every now and then. I think the Government will constitute such a Committee and entrust the work of writing these books to certain authors, say scientific subjects to persons who are qualified to write on those and literary subjects to literary men and get those publications from the authors and let them have their own books and get those books printed. I hope we can continue such books for several years together. Now, as has been already pointed out, there are several people running in the market and several publications exist, as was suggested by my friend, what may be called mushroom publications. Almost every one of them contain a number of mistakes. I do not think we can effect any improvement by changing from one to another. I do not think that even under the present constitution of the Text Book Committee in which case it is better to retain what we have now. We can do much better. Now also we have a Text Book Committee and a Board of Studies, and the Director, I understand, is given

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Power to veto the opinion of the Board of Studies. I think the actual remedy is only by the Government undertaking to compile proper books, so that the difficulty can be solved once for all. And if the Government themselves undertake to compile these books and if these printed books can be continued for several years, I think that will save the situation.

Mr. P. Kumaran Ezhuthassan.—Sir, the remedy for the evil that is said to be existing, certainly, lies in the proper constitution of the Board of Studies, and the proper working thereof. I understand that the Board of Studies as stood before, consisted of 3 members from the Malayalam Improvement Committee and 2 from the Text Book Committee. If I understand aright, the books that are accepted or approved by the Text Book Committee consisting of 15 members are sent up to the Board of Studies and they make a selection. So, if anything has gone wrong anywhere it is primarily in the Board of Studies and under the present constitution there is a publication in the Gazette reconstituting the Board of Studies. I understand the Director of Public Instruction is the sole authority as far as the prescription of text books is concerned and rightly too, he being the departmental head. He is solely responsible for the selection of books now. So, hereafter I do not think there would be any reason for any sort of apprehension unless it be a case of the Director of Public Instruction not being a competent authority to pronounce an opinion upon books and select proper books. As far as the present Director of Public Instruction is concerned, we have no room for any such fear and I hope that in the matter of text books we will have a better era from hereafter. As far as the Text Book Committee is concerned, the former constitution, I think, is sought to be continued. I find from the proceedings published that 10 of the 15 members are to be members of the Education Department. If my information is correct, I am led to think that it was the constitution of the Text Book Committee and its working hitherto obtained that was responsible for any wrong selection of books. I understand that the Senior Inspector of Schools presides over the Text Book Committee. Whenever the consideration of any text books went up to the Committee the Inspector sitting in his presidential chair used to give out his opinion and the other officers of the Education Department, two Headmasters and two Headmistresses, some other Inspectors, I believe, 10 of them, however independent they may be in other walks of life, I do not think that, when they are sitting before their superior and he has pronounced his opinion upon A's book or B's book, I do not think that any amount of independence in

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them will make them say what they want to say. (*Hear, hear*). Therefore, the re-constituted committee of 10 members of the Education Department with the Director of Public Instruction as its President, if the Director of Public Instruction still continues in the ways of the Inspector of Schools as he used to do, *viz.*, to pronounce his opinion upon any text book, there is no use in the re-constitution of the Text Book Committee. I would only request the new Text Book Committee, re-constituted as it is, to work properly and therein lies the whole solution. There is no use of crying down A or B as far as the matter of publication of text books is concerned. It is in the selection of text books that attention should be bestowed. Then whether A or B publishes a book and makes money, there is no reason for complaint. There was a time, I know, in Cochin and not very many years back, when text books that were thrown out repeatedly as many as 5 times by the Text Book Committee had been prescribed by the Government. A question that was answered in the Legislative Session of 1106 bears out my statement. Certain publications that were thrown out 5 or 6 times, with an imprimature very false in its nature namely the books have been prescribed by the Text Book Committees of Travancore and Cochin, bare lies in themselves, approved and accepted by the Government. I am only glad that those days are gone. Therefore there is no fear of bad books coming to the market if only the Text Book Committee will work properly.

Mr. K. M. Ibrahim.—Sir, I rise to request the Government to view the subject with a special reference to the depressed times. With regard to the suggestion that the Government may specify a few brilliant authors to write the text books, I beg to differ from that proposal; since by adhering to it we may not be able to get the best stuff in the literary market.

Mr. I. N. Menon.—President, Sir, I was very closely watching the course of discussion and I am almost weary being on the side of radical reform by this time. Government have most resolutely placed themselves on the subject not merely on reform, but on the side of radical reform. They have found very great deficiencies and they have made enormous efforts, with the assistance of Special Committees, to constitute these bodies. Sir, it was pointed out by one Hon'ble Member that success depends upon the constitution of these bodies. To a certain extent the value of any organisation depends upon its structure; but in matters like this much more rests upon the personnel of the Committee. (*Hear, hear.*) And it appears to me, Sir, that by a careful, judicious and honest attempt at making the right choice of members all room for complaints in uture can be obviated. The reconstituted bodies are not very

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different from those which existed in point of structure. I do not see why we should make a very violent breach with our past to ensure success. But I do hope, Sir, that with the personnel that is going to be on this Committee we shall have considerable success in obviating all room for complaint in the future. I should like to add a word or two with regard to the suggestions which have been made in respect of the choice of text books. It was suggested by one Hon'ble Member that Government might constitute a Board of text book writers and quoted the example of Travancore. It has been the privilege of Cochin to give the lead to Travancore and I do not see why we should be led by it. And if this House would listen to the principles which the Government are going to follow I think we would be able to give the lead to Travancore even in this respect. Sir, all committees, if they are long lived, have a tendency to get fossilised and it seems to me that in the world of letters and authorship, the tendency of a body like that to deteriorate and to render itself obsolete will be very rapid. But it appears to me that the advantages of securing the services of an efficient body of authors might be obtained without actually constituting such a body, and the best way will be not to allow in future any battle of books, and not to allow to submit to these Text Book Committees printed books. The Text Book Committee might be asked to invite authors to place manuscripts before them and after a careful scrutiny and perusal of such manuscripts the Committee may choose such manuscripts as are acceptable in their view for adoption as text books. An honorarium may be paid to these authors whenever Government accept such books. As regards the publication of these books, I do not see any harm in giving it to the person who gives us the best tender so that the profits of the middleman may be completely obviated and Government may be able to place these books in the hand of the pupils at cost price. We need not therefore go to the length of creating a committee of authors. We have got a large number of authors, very efficient authors, working in the field of Malayalam literature in Cochin. It is not difficult to get at them. I do not think their number will admit of forming a compact body. This is a compliment to ourselves. Sir, I would not like to speak on this subject at great length, on the remedies that are to be adopted-remedies which not merely in principle but in substance being accepted by the Government-and I do not think that I will be holding out any false hope when I say that we may not hear any thing more about these complaints hereafter.

Mr. K. Mohamed Seethi.—On a point of information. Will this invitation for manuscripts also relate to English books to be prescribed as text books?

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Mr. I. N. Menon.—I have not exactly got the details. But I am now referring to Malayalam. I do not see why, when small classics already exist for the school-going children, we should add to the number here. (*Hear, hear*).

Mr. C. A. Ouseph.—What about Geography, Arithmetic and other subjects? They are all necessary for the primary classes.

Mr. I. N. Menon.—My observations will apply to all these.

Mr K. Ayyappan.—I beg to withdraw the motion.

The motion was, with leave, withdrawn.

Motion No. 26.

Mr. Joseph Petta.—*To reduce the allotment of Rs. 4,000 for 9, Grants-in-aid by Re. 1.*

Mr. Joseph Petta.—Sir, I beg to move the motion that stands in my name. My purpose, in doing do, is to show to this House how the Government have of late departed or gone astray from the wise educational policy laid down for Cochin by some of our illustrious administrators. I shall first try to describe that policy and show how it is still respected in other parts of India; and secondly to show in what respects the Government of Cochin have of late deviated from that policy.

During the general discussion of the budget I endeavoured to show to this House that the policy laid down for Cochin by Sir Albion Banerjee and Sir P. Rajagopalachari was to reduce direct Government action in the field of education and to encourage the co-operation of private agencies. The Hon'ble Member for Education, however, complained that I was putting forth quotations away from their context, so that there was the danger of their having a meaning other than what was intended by their authors. He argued that the policy of Sir Albion Banerjee was merely to allow private agencies to function in the field of education only till such time as the Government itself could find funds to take up the whole work of education. I think that it is not the correct interpretation to be put on the position taken by Sir Albion Banerjee; and I submit that his idea was to prefer private action to Government action in the field of education. The former was always cheaper. If the Government had more funds, if they had a surplus after meeting the needs of education, such surplus could be more profitably used in other directions on a variety of urgent needs, in works wherein private initiative would not be forthcoming. Banerjee, therefore, even advocated the transference of Sirkar schools to private agencies. Thus in para 70 of his note he says, "It would be the endeavour of the new Education Department

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to hand over the existing Sirkar schools to private agencies wherever possible." Sir P. Rajagopalachari is clearer still. Says he, "The Superintendent must clearly understand that the policy of the Darbar is to restrict and reduce Departmental operations, and to encourage the operations of the aided agencies;" and this on the ground that the funds thus liberated might be utilised for subsidising aided agencies, which policy he thought would bring a better return for the money Government spent on education.

The Hon'ble Member for Education in his speech yesterday was pleased to concede that the policy of Banerjee was summed up in his statement, "That the more, therefore, is elementary education left in the hands of the people the better." But he contends that by the term 'people' Banerjee did not mean the managers of private institutions. Sir, I submit that it is clear from Sir Banerjee's note, to which reference was made, that when he recommended that elementary education should be left in the hands of the people, he meant to leave it to private management, wherever such management would be forthcoming. It is very explicit in his note. He says: "The only correct policy at this juncture is to introduce an elastic system of grants under which managers of a large number of aided institutions may be able to take advantage of it, so as to make them really useful and efficient." So, he gives pointed reference to the managers of private institutions. The same is the policy, Sir, which is found summed up by the Primary Education Committee appointed by the Government of India. The report of the Committee (1929—1930) runs thus:—"The general policy which has been accepted by us is that it is desirable that the whole population of India should become literate; that in order to ensure such general literacy full and adequate facilities should be provided; and that wherever private effort has not been able to make such provision (I should like to stress this point.) The State, with its local bodies should provide the necessary facilities." Again, the Royal Commission on Agriculture in India, speaking of the great illiteracy in India and also of the method of combating that illiteracy, remarked as follows:—"We are persuaded that the only hope of substantial progress lies in the mobilisation of all available forces both public and private in a determined attack upon illiteracy." I find the same is also the opinion which is generally held by many distinguished men in the Madras Presidency. For instance, we had a pronouncement the other day by Mr. T. S. Ramaswami Ayyar of the Madras Corporation. He says he believed that the educational policy of the Government should be directed in helping private agencies rather than running the schools themselves, in the

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future. If the education of this country were to be developed, it can only be on the lines of helping aided agencies. This should be done not only in regard to elementary education, but in regard to secondary and even higher education. The reason was that it was cheaper to run schools by aided agencies than by the Corporation or the State. If this attempt were made, all parties would get satisfaction and elementary education would spread more rapidly in the State.

Sir, statistics would also show that private agency is much cheaper in the field of education than Government agency. I have only to refer to the Administration Reports of Cochin. In the report for 1105 we find 171 Government schools with 45,966 students as against 580 private schools with 1,06,616 pupils. Thus we find that 29·5 per cent of the work has been done by Government agency while 62·2 per cent of the work was done by private agency. But when we come to the cost to the Government, we find that 59·2 per cent was on Sirkar schools while only 33·3 per cent was on private schools. To put the same thing in another way, in the Sirkar Secondary Schools, it cost the Government Rs. 14—4—0 per pupil, whil it cost them only Rs. 5—9—0 per pupil, in the schools under private agency. Again, in the Primary Deparment it cost the Government Rs. 7—9—0 per pupil in the Sirkar schools, while it cost them only Rs. 4—2—0 in private institutions. To this again must be added the heavy sums the Government have to spend every year on buildings and repair works, which find their way not to the educational budget but to the budget of Public Works, I believe.

Sir, I shall next proceed to show in what respects the Government have of late departed from the educational policy set forth above. The encouragement to private agency, contemplated by Sir A. R. Banerjee, included grants under the heads of teaching, furniture, books, buildings, and appliances. Of these, all except the teaching grants have disappeared. The recent cut of 40 per cent in contingency grant is another serious blow inflicted on private management of schools. 12½ per cent was the contingency grant, and it has been reduced to 7½ per cent—a cut of 40 per cent,—I speak subject to correction. Then there are the rigid rules regarding the minimum strength, which are not at all applied to the Government schools, even in the extra divisions to a class. I am sure Government would plead paucity of funds in every one of these cases. The answer to this plea was given by Sir Rajagopalachari himself when he recommended the reduction of direct departmental operation and

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the utilisation of such funds as would be liberated by this measure for subsidising aided institutions.

Next, Sir, comes the question of departmental interference in private schools. This, I admit, is an extremely thorny point. On the one side, the interest of discipline has to be maintained and respected. On the other side, there is the interest of the teachers employed in the aided institutions. It becomes an imperative necessity, therefore, that the Government have to move in this matter with very great tact. However, the recent order (I think there is an order requiring managers to obtain previous sanction of the Department before they can suspend or dismiss a teacher) goes against the interest of discipline in aided institutions. At the same time I believe that the position of the teacher in aided institutions has to be bettered in several respects, and that it is only just and fair that greater security should be given to him. Encouragement to teachers in aided schools can be given in many ways. I would suggest one, and that is, that at least a few of them may be recruited to the Government service now and then. That would be a great inducement to these teachers, and would have the effect of raising their efficiency and keeping up the tone of the aided service. It might be argued that this would be a serious grievance to those teachers who are in Government service. But I understand at least in some other Departments something similar is done; as for instance, when Judges are recruited to the Chief Court from the Bar. The motive here is to ensure the dignity and the efficiency of the highest judicial tribunal. So also, both in the interest of education in the State and also by way of giving some encouragement to the teachers in the aided service it may be laid down as a policy of the Department to give these teachers just a few appointments in the Government service.

Thus, Sir, I have endeavoured to show how the Government have of late been departing from the time honoured educational system of the State. I have only to add that the needs of education, especially of primary education in this country, are far from being met adequately, in spite of the fact that Government are spending 15 lakhs of rupees annually on education. The only remedy, Sir, to this state of affairs is at once to go back to the educational policy of the past and to give adequate and sympathetic encouragement to private management in the field of education. The Hon'ble Member for Education spoke of certain educational boards which he has the idea of instituting. If I remember right, he told us very little, about his idea as to the composition of these boards. Whatever that be, I think, the institution of these boards would only supply the controlling and supervising agencies and not the principles on

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which such supervision has to be conducted. Nor has the Hon'ble Member said anything about the encouragement to be given to private agencies conducting education. He said he has so far formulated no new policy, and I am glad to hear that; because there were many allegations in the public press about his having formulated a definite policy of discouraging private management in the field of education. Well, I now understand that there is no foundation for these allegations; and I hope that the Hon'ble Member for Education, in coming to a definite policy as regards this question, would be pleased to give due consideration to the wise policy enunciated by such illustrious administrators as Sir P. Rajagopalachari and Sir A. R. Banerjee, which policy, I again beg to submit, has been mainly responsible for the proud position Cochin is now holding in respect of education, among the foremost of the Indian States, as also among the most progressive provinces of British India.

Mr. P. S. Kesavan Nambudiri.—I rise to oppose this motion. When I heard the Hon'ble Member for Adur, I thought that he was barking back to the old economic theory of *laises faire*. It is just and proper that Government should have some control over these institutions, when they are aided with public money. We find the old let alone policy is gradually giving way to State control and State agency.

Mr. Joseph Petta.—Sir, may I inform the Hon'ble Member that I never contended that the Government should not have any control. I say that the department must control.

Mr. P. S. Kesavan Nambudiri.—It must have control over the suspension of teachers and the keeping up of discipline in private institutions. I mean with regard to that. The Hon'ble Members are aware of factory legislations all over the world. The Government lays down certain rules regulating the hours of work, the wages and leisure and so on. In the dealings between the land-lord and the tenant, the Government have been constantly interfering. These are only to show that the State has to interfere in the management of the private institutions. Education is the most important thing that counts in the development of a citizen. We hear of numerous complaints with regard to private institutions. Often we hear that in aided schools, the managers are not looking into the interests of the institutions. The general cry we hear in certain Government departments, of favouritism, communalism, and neopatism, are also prevalent in these educational institutions. When a teacher is appointed and when he works for a large number of years in an institution, he might have spent the prime of his youth there and, then he finds himself displaced by another teacher who might be a distant relative or friend of the manager. As soon as he applies for a post, the old teacher has to vacate.

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What is his position ? Perhaps as the Hon'ble Member advocates, if he will be recruited to the Government institution, he has some consolation. But there they say that he is overaged. True experience is the best school master. But in practice this counts very little. An old teacher is given very little preference. Always they want new graduates. For example a new Honours man is preferred to an old M. A. Therefore when a teacher is dismissed or sent away from a private institution, he finds his position very precarious. He will have very little fixity of tenure, a certain amount of which is certainly necessary in their cases. Moreover, my opinion is that primary education at least should be taken over by the Government. The State control should be more conspicuous in this walk of life. Therefore if the Director has enunciated a new policy that the managers of aided institutions should have the previous sanction of the Government for dismissing or suspending a teacher, it is a nice policy and that should be adopted without any breach. Therefore I oppose this motion.

മിസ്റ്റർ കെ. അയ്യപ്പൻ.—സർ, ബഹുമാനപ്പെട്ട അഡ്വർ മെമ്പറും ഗവ മേണ്ടും തമ്മിൽ ഈ കാര്യത്തിൽ വലിയ അഭിപ്രായവ്യത്യാസം ഉണ്ടായിരിക്കയില്ലെന്ന് ഞാൻ വിചാരിക്കുന്നു. പോളിസിയെ സംബന്ധിച്ചിടത്തോളം ഗവമേണ്ടിനു കൺട്രോൾ വേണമെന്നുള്ള സംഗതി അഡ്വർ മെമ്പർ സമ്മതിക്കുന്നു.

Mr. C. A. Ouseph.—On a point of information, Sir. May I know what is the real matter, what is the rule or issue underlying ?

മിസ്റ്റർ കെ. അയ്യപ്പൻ.—കൺട്രോൾ വേണമെന്നുണ്ടെങ്കിൽ ചില നിയമങ്ങൾ വേണം. നിയമങ്ങൾ ഇല്ലാതെ ഗവമേണ്ടിനു കൺട്രോൾ എടുക്കാതെ സാധിക്കയില്ല. ഇവിടെ കൺട്രോൾ എടുക്കുന്നതിനെപ്പറ്റി ആലോചിക്കുന്നതോടുകൂടി അതു് എങ്ങനത്തിലുള്ളതായിരിക്കണമെന്നും ചിന്തിക്കേണ്ടതാണു്. കൺട്രോൾ ചിലപ്പോൾ തെറ്റുന്നതു് പോളിസിയുടെ കുറ്റംകൊണ്ടല്ല, കൺട്രോൾ എടുക്കുന്ന ആളിന്റെ കുഴക്കേടു കൊണ്ടായിരിക്കും. അഡ്വർ മെമ്പർ പറഞ്ഞതുപോലെ ഒരു സ്കൂൾ മാനേജർക്കു ഒരു സ്ത്രീ മാസ്റ്ററെ സസ്പെണ്ടു ചെയ്യണമെങ്കിൽ ഡിപ്പാർട്ടുമെണ്ടിന്റെ അനുവാദം വേണമെന്നുള്ള നിയമം മാറേണ്ടതാണു്. എന്നാൽ മാസ്റ്ററെ ഡിപ്പാർട്ടുമെണ്ടിന്റെ അനുവാദം കൂടാതെ പിരിച്ചയയ്ക്കുകയാമെന്നു ഒരു നിയമം കരിക്കുലം ഉണ്ടാകാൻ പാടില്ല. അങ്ങിനെ ഒരു നിയമം വന്നാൽ സ്കൂൾമാസ്റ്റർമാർ മാനേജർമാരുടെ അടിമകളായിരിക്കും. കുട്ടികളെ പഠിപ്പിക്കേണ്ട മാസ്റ്റർമാർ അടിമകളായാൽ ആ പഠിപ്പു് വളരെ നന്നായിരിക്കുമെന്നു തോന്നുന്നില്ല. സ്കൂൾ മാനേജർമാർക്കു് ആദ്യം പൂർണ്ണസ്വാതന്ത്ര്യം അനുവദിച്ചിരുന്നു. അതുമൂലമുണ്ടായ പരാതികളാണു് മാറിപ്പോയ ഡയറക്ടർ മിസ്റ്റർ മത്തായിയെ ഇപ്പോഴത്തെ നിയമമുണ്ടാക്കാൻ പ്രേരിപ്പിച്ചതു്. ഇങ്ങിനെ ഒരു കൺട്രോൾ ഗ്രാൻണ്ട് സ്കൂളുകളുടെമേൽ ഗവമേണ്ടിനു് ഉണ്ടായിരിക്കണമെന്നുള്ള സംഗതി അഡ്വർ മെമ്പർ സമ്മതിക്കുന്നുണ്ടു്. എല്ലാം കുഴങ്ങളിലാണു് മാറേണ്ടതെന്നാണു് ആലോചിക്കേണ്ടതു്. ജനറൽ പോളിസിയെ സംബന്ധിച്ചിടത്തോളം അഭിപ്രായ വ്യത്യാസമില്ല. സ്കൂൾ മാസ്റ്റർമാർക്കു് ഉപദ്രവകരമായ നയം ഗവമേണ്ടു് എടുക്കരുതെന്നാണു് എനിക്കു പറയാനുള്ളതു്.

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President.—The point of discussion is that the grant-in-aid policy is illiberal and unfair to private institutions and teachers.

Mr. A. Sankara Puduval.—I oppose this motion. The gist of the motion is that Government's policy towards aided institutions is illiberal and unfair to private agencies. The illiberal policy might not necessarily relate to governmental aid. I have already submitted in my speech upon the budget that the Cochin Government has been more liberal than any other Government, that I am aware of, in the matter of grants to aided schools. I do not see what unfairness there is in the matter. With regard to the control over the private management, I make bold to submit to this House that it is on account of laxity of control that the managers of the aided schools have been carrying on an incessant warfare amongst themselves. I should have welcomed a motion for stricter control over the management of private aided schools. Many of the managers of elementary schools have been mismanaging them. I shall have more to say upon this point in advocating a better scheme when my token cut is taken up. I don't wish to take up the time of the House any longer. I oppose this motion on my own account and not on behalf of my party.

Mr. P. Krishna Menon.—Sir, I do not know whether I should say that I oppose the motion, because of the spirit of the motion, that is noted on the slip that my Hon'ble friend has sent. In the cut motion it is said, that it is the illiberal character of the grant and also the policy of the interference and the unfairness of the dealing of the department towards the private agencies, is said to be the underlying spirit. When I was listening to my Hon'ble friend the Member for Adur, I was led to believe that he was charging the Government with a deviation from the policy which has been laid down by illustrious administrators in the past. I did not get one word from that Hon'ble Member to show wherein that policy has been deviated from. The policy that was said to be enunciated by the previous administrators was that, as much as possible, facilities should be given for private institutions in the interest of education. Has the grant then proposed been reduced? Has a single pie been taken out of the amount that was intended to be given as grant? So far as I know, I have not come across even one incident. So it seems to me that it is not the illiberality of the Government that is the real crux of the matter. It is more perhaps the tightening of reins by the Government. And as pointed out by many a Member, it was necessitated, because it was the management

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that was unsatisfactory, so far as the aided institutions are concerned. And as the custodians of the public funds, the Government was bound to see that the money that they were giving by way of grant for education, was properly and most properly utilised. It is also an unpleasant business to go into details. With regard to the question of interference, I shall cite only one instance which is known to me personally. I know of a certain institution whose pay bill for the last three months has been cashed. And I am also sure that even the ghost of one rupee has not been seen by any one of the teachers. Is it not necessary that the Government should have a tight hold upon the administration of these aided institutions? Therefore, it is only in cases where exeptional circum-tances compel the Government that they come to step in and try to rectify matters. It is not reasonable to say that wherever Government interferes, it is always uncalled for. If you rectify the circu stances under which the intervention was necessitated, you will have your remedy. If you prove the intervention unjust and unnecessary in particular cases, we are not entitled to say that it is unjustifiable. But at the same time, I might say that these things should not be brought to the floor of this House. If it is a question of policy, certainly it is is the place. And in this case it would have been a question of policy, if the liberality of those illustrious predecessors of the Government have been departed from, by any subsequent Government. I make myself bold to say that not an iota of change has been effected and from year to year the liberality of the Government is increasing because the amounts are leaping by bounds. Therefore, I say it is not a discussion of policy that is aimed at, but it is something which is, certainly, not a question of policy but it is the administration or application of the policy. And for the application of the policy it is the individual case, with its merits and demerits, that ought to be taken into account. And I respectfully submit that this is not the place for discussion of individual cases.

The House rose for lunch at 2 p. m. and met again at 3 p.m. with the Deputy President in the chair.

Deputy President.—We shall continue the discussion on Mr. Pettah's cut motion.

Mr. P. Kumaran Ezhuthassan.—Sir, it is an accepted canon of all civilized Governments that elementary education should be imparted to all the children of school-going age. Keeping this in mind if we look at the state of affairs in Cochin as evidenced by the Administration Report of the Education Department for the current year,—it is supplied very late,—we find that according to the reports that even 95 per cent of children of school-going age are in schools. This, as has already been pointed out in the general discussion is a false figure as

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the population of the school-going age is calculated upon the Census figures of 1911 and not of 1921.

In answer to a question put by me in 1104 it has been answered that there are 124 vernacular Primary Schools owned by Government and 417 Aided Schools. So the total number of schools comes to about 541. Now the latest Administration Report of the Education Department, *viz.*, of 1105, tells us that the number of Government Schools remain the same, whereas the number of Aided Schools has gone up to 507. It is thus clear that it is these Aided Institutions that cater mostly to the needs of the young children of the State. And in the same question, the Government has been pleased to supply the information that the average cost in the Sirkar Primary School is Rs. 1,900 whereas in an Aided School it is only Rs. 800. Therefore the difference works out to nearly Rs. 1,100.

It has been pointed out by the Hon'ble Member for Irinjalakkuda in the course of the general discussiou on the Budget that it should be the aim of the Government to take the whole of the Primary Education into the hands of the Government. Looking at the cost of working 507 schools with Rs. 800 each a year instead of Rs. 1,900 per institution, is it possible, I ask, for the Government at this stage to take into their hands all the aided institutions. In that case it will be necessary for the Government to find fuuds to the extent of 6 and odd lakhs of rupees every year, that is, the difference between the grant and the cost of running all Primary Schools as Sirkar Schools. Certainly no Hon'ble Member in this House will dare to say that the Government is now in a position to go in for such a large expense year after year. Therefore the only solution for increasing the literacy of the masses is to encourage private institutions. And I ask the Government, whether the encouragement given to private institutions is anything that is satisfactory.

The point of the motion is the illiberal nature of the grants to Aided Schools and the unfair treatment of private schools by the Department. I will place before the House certain facts. In the early days, the Aided Institutions used to get building grant, furniture grant, and teaching grant on a very liberal seale. I do concede that the teaching grant allowed to private schools is certainly liberal even now when compared to what is obtaining in Travancore and British. The other two items namely furniture grant and building grant are not at all given in these days. I believe the Government has put a stop to the giving of building grants, and furniture grants. In answer to some question put by me, I elicited the answer that the

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Government has given such grants only to very few schools. Even in the few cases in which this concession was accorded a sort of preference was shown to certain institutions. I say that it is most illiberal to cut these grants when you want the help of these institutions to cater to the needs of the school going children of the primary classes. You have to look to their help.

It is rather regrettable to note that the axe has been used upon the teaching grant on the recommendations of the Special Finance Committee. It is rather very curious to note that the Government accepted the recommendations where it was for a reduction. Government accepted their suggestion where it was for a reduction of grants to these useful institutions and reduction of pay to the already lowpaid members of the service. That is a characteristic feature of the orders passed on the recommendations of the Special Finance Committee (*Hear, hear*). The 12 percent contingency that was allowed to these schools has been reduced to $7\frac{1}{2}$ per cent. I ask whether this is liberal. When this was pointed out by the Hon'ble Member for Adoor exception was taken to it by other Hon'ble Members. I ask are these not illiberal? You have cut off the building grant, you have cut off the furniture grant, you have reduced the teaching grant, is this the policy the Government has to follow towards aided institutions without which you cannot exist at present. I therefore say that the policy of the Goverament with regard to private institutions is certainly illiberal and unfair.

Now I shall just refer to the unfair treatment meted out to managers of schools. I have brought out from auswers to certain questions put in this Budget Session itself, that in the year 1102 a sort of interference came into existence and the then Hon'ble Member for Education, the Director of Public Instruction said that this was not interference, but it was intervention and the reason given for such "intervention is said to be due to a series of complaints from teachers of aided schools which still continue to come to his office, and therefore it has been thought necessary to order the managers of schools to get the previous sanction of the department in the matter of suspension and dismissal of teachers employed by such management. The Hon'ble Member for Education himself admitted that this sort of intervention goes to bring down the tone of discipline in the school. Of course any person who has got any imagination in him can look to the state of affairs that will ensue in such cases where the teacher will defy the authority of the manager and will begin to do everything in his own way without any respect for authority whatsoever. He will think of the manager only as something like an intermediary to get his pay from the Government and

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give it to him. If that is the sort of relationship between the manager and the teacher, I submit it would be rather a very bad management. It is sure to impair the discipline of the school, and if the discipline of the school is gone down, you may not expect good results from the school. Any manager with any amount of self-respect will certainly resent this sort of intervention. The Hon'ble Member for Education in answer to a question has told this House that the managers as a class have resented this kind of intervention. I ask why this sort of intervention at all. If A or B goes wrong, it is no reason why you should punish the whole class of managers. My submission is that you should punish only those managers who are responsible for all these.

Mr. A. Eachara Menon.—Prevention is better than cure.

Mr. P. Kumaran Ezhuthassan.—With regard to the intervention of the department in the matter of suspension and dismissal of teachers, this attitude of Government is certainly unfair. There are other things also to be pointed out. For want of time I cannot do that now. I commend this motion to the acceptance of this House, especially in view of the fact that our Government are not in a position to spend another 6 lakhs of rupees on this head alone from year to year not to speak the huge outlay the Government will have to make to provide buildings for all these schools that are aided now.

Mr. K. Ayyappan.—May I know from the Hon'ble Member for Mulakunnathukavu whether the contribution from the general revenues is liberal or not?

Deputy President.—If you go on asking for information at this rate, he will have to spend the whole day for that.

Mr. George Chakyamuri.—Sir, I rise to support this motion. Whether you call it intervention or you call it interference, I may at once say that the departmental interference has gone to an extent that it is impossible for a self-respecting man to continue as manager. When the grants-in-aid code was introduced in the State, affairs were all right and managers were given fair treatment and on this presumption several institutions were started by responsible bodies in the State, co-operating with the Government in the matter of spreading education. One after another, after 1102, as was pointed out by the Hon'ble Member for Vadakkancheri, order began to be passed by the department, curtailing the powers of the managers, in a haphazard way without thinking that these orders would be injurious to the educational advancement of the State. I said at the very outset that it has become very difficult for self-respecting

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managers to continue as managers of schools, and I repeat it once again. There has been repeated complaints from several managers and even for the so-called ordinary things which any department would leave to their discretion, there have been interferences from authorities. One or two instances have already been pointed out by the Hon'ble Member for Vadakkancheri. Even in trivial matters their powers have been curtailed. I ask the Government whether they view the managers as employers and the teachers as employees or whether the managers are mere agents for the teachers to get their salary from the Government. If you do not view the managers as employers and the teachers as employees, then I submit that the whole morale of the teachers would be ruined by this kind of interference.

Suppose for instance a teacher turns out to be a drunkard—I know, as a matter of fact, all classes of teachers—what is the manager to do with him? He has to write to the Government and wait for orders. He cannot send him out of the school. In the meanwhile, what will be the condition of the school? What will be the fate of the students in the school? I can understand the department interfering in exceptional cases where injustice is done to a teacher. The primary object of all these institutions is not the maintenance of these teachers. No doubt their interests have to be guarded, but we have to look more after the interests of the students than of the teachers. And especially in these days of hard unemployment we recruit as teachers all sorts of persons, and anybody who has passed the Cochin School Final Examination is competent to be appointed as a teacher; and it may be that a good number of them at least may be undesirables and if the department, without taking stock of all that, is to interfere with the management, then I submit it will be making it impossible for the management to go on. One mistake lies in that, this department considers the maintaining of these souls more important than of imparting education to our boys and girls

I will point out one instance. A number of bodies—charitable institutions, convents and other bodies—are conducting schools. The sisters of these convents practically beg money and conduct some of the institutions. I know personally that some of the teachers are thrown out of employment when certain nuns of the Convent return after training. The thing is that when these nuns are employed the old teachers have to give way. When that is done the Director comes and says "No, No, You are making those teachers starve. I can't allow that." I submit that the very rule is that these nuns should take up to

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teaching in these institutions. As a matter of fact they are more devoted to their duties than these teachers. I refer to small classes in which it would be better to have their services than these paid teachers with a salary of 15 or 20 rupees. When such a thing occurs I fail to see the reason why the department should interfere. The institution is not for maintaining these teachers, but it is for the betterment of the students. If these sisters can manage it better, I do not see the reason why these sisters should not take the place of men. As a matter of fact it is almost an accepted fact that these lady teachers can manage better than men especially in the lower classes.

Mr. K. P. Kannan Nayar.—The theory is exploded.

Mr. George Chakyamuri.—If that be so, then it will be very hard if such a policy is laid down by the department. I say the mistake lies in thinking that these institutions are places where these School-Finals can be maintained. With this observation I support the motion.

Mr. C. A. Ouseph.—Sir, if I say a few words now, it is more to correct the impression that has gained ground regarding the motion before this House. I took pains to see what the motion really is and I will read it. "The grant-in-aid policy of the Government is illiberal and unfair to the private institutions and teachers as illustrated in the recent reduction of 40 per-cent under contingency grant to private institutions". I fail to see what this motion has to do with these punishments, suspensions and dismissals and other things. The relationship existing between the management and the Directorate has absolutely no place here. Here the first part of the motion is qualified by the second part which describes the nature of the illiberality or the unfairness.

Mr. George Chakyamuri.—Is he on a point of order or is he speaking on the motion?

Mr. C.A. Ouseph.—I am speaking on the motion. Many Members have misunderstood the motion, and things have been dragged here which should not have been. Now the first part refers to the illiberal and unfair treatment and the second part shows the real character of the illiberality and unfair treatment as illustrated in the recent reduction of 40 per cent under contingency grant. Though the Hon'ble Mover gave some ground for the misunderstanding by his reference to intervention by the Directorate, I take it that the motion is to be confined to unfairness and illiberality as explained by me. It cannot be denied that lately there have been some reductions in the grants to private institutions in the matter of contingency, in the matter of stationery and in the matter of establishment. The State has been cutting down gradually the grants given to

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these institutions. The State may have its own justification for doing so. But seeing the large amount of work turned out by these private bodies the question that has to be asked is whether the time has now come for the State to take upon itself the whole work of primary, secondary and collegiate education. I respectfully think that the time has not yet come. The statistics show that while the Government look after 171 institutions private management looks after 580 and while the pupils in Government Schools are only 45,966, those in private instituions are 1,06,166 and with the restricted amount spent upon the private bodies, the Government has already to spend 15 lakhs on Education every year. I would welcome the day when Cochin will be able to say that she has introduced compulsory primary education in the State. I do not think that private bodies can stand up and say that they have a right to educate our children. The right to educate the children, the privilege and the duty to educate the children lie with the Government (*Hear, hear.*) There is no questioning that. But the time has yet to come when Government can take up the whole task. Only about 60 percent of our students are at present in the schools, whatever the Administration Report may say, and yet there is 40 per cent more. Let us cover the whole ground by working the policy laid down by Sir P. Rajagopalachari and developed by Sir Albion Banerjee. Let us cover the whole ground and then it is time to see whether Sirkar management cannot be introduced. Rajagopalachari may have laid down certain principles; Banerjee may have improved upon them. It is not right to say that the rules laid down by them are good for all time. Times change. We are now living in a new age. Whether the time has come when the State can take the whole primary education into its hands is the question to be considered. All the buildings necessary for 580 schools have to be built by the State. What will be the amount? I can dimly foresee the State taking into its hands the whole of primary education, say after 50 or 100 years; not in the near future.

Now we have to see what the State has to do towards these private institutions. If grants are cut down to a large extent it is impossible to carry on the work in these institutions properly. I cannot say that the circumstances in which the State now is, the present condition of the exchequer, will not demand reductions here and there. But reductions should not be repeated one after another in quick succession so as to affect private management severely. All these Managers are not rich men and they may not be able to find large funds to be spent on these institutions. One thing has to be noted, that large service has been

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rendered to the State by private management. One special characteristic of the private management is this. There is no use hiding it. The Sirkar Schools of the State do not provide for religious instruction. Whatever the present day rationalists may say, till their cult spreads throughout the land.....

Mr. K. Ayyappan.—Will it spread?

Mr. C. A. Ouseph.—I do not know. Till their cult spreads throughout the land we have to see that children are educated in the principles of religion. The best time to educate them is when they are young and as a Catholic I may say that one of the objects with which these institutions are started by Catholic Managers is this. They will be able to import to Catholic students some instruction on their faith. They do not teach in school hours. After school hours the students are gathered in a separate room for the purpose. That seems to be a necessity now. It may cease to be a necessity hereafter. I am not a prophet. That being the case and since Government Schools do not attempt imparting religious instruction—it is very difficult for the Government to take up the task, it is impossible—aided institutions have a part to play in education in the State.

Mr. E. Ikkanda Warriar.—Sir, I oppose this motion and I do not in any way belittle the great work done by private agencies in the cause of education in the State when I oppose this resolution. What I wish to bring to the notice of the Government is the fact that the conditions that existed at the time when Sir Banerjee framed the grant-in-aid rules were quite different from the conditions that exist now. And so we must judge the actions of the Government from the point of view of the conditions that exist now. I know that the days when the grant-in-aid rules were framed and the policy laid down by Sir A.R Banerjee were the days when the Director of Public Instruction had to go about and get hold of some respectable man of a particular locality and induce him to collect funds and start a school. It was at that time that the Government induced them to take up that work by giving building grant, equipment grant, furniture grant, library grant, labortory grant and ever so many grants. In fact most of the expenses were met by the Government. Practically the management alone had to be done by the private agencies then.

On the other hand what is the state of affairs that you find now. Here are schools struggling for the mere getting of recognition. They do not want grant. Competition in life has become so great that some have taken it as a business concern. I know of many cases in which persons have started educational institutions as practically a business concern for getting some money out of it.

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Mr. George Chakyamuri.—Will the Hon'ble Member please give one instance? There is no use of casting aspersions.

Mr.E.Ikkanda Warriar.—Sir, I do not want to single out instances here. If the Hon'ble member opens his eyes and looks round, he can see such instances everywhere. In fact most of the complaints raised about the strictness of rules emanates from these quarters. If as a matter of fact these schools are started with philanthropic or other laudable objects, the managers will be satisfied with what they get from the Government and make up the deficits from their own pockets. In fact there will be very few complaints from the schools that are well managed like the St. Thomas High School. I am sure that my friend the Hon'ble Member for Adoor will testify to this. The real complaints come, as I said before, from schools started as commercial concerns. These pay their teachers only Rs. 50 to 75 % of what they get as grants from the Government. These are also the managers who dismiss honest and hard working teachers for no reason whatsover except that some of their relations or members of their community have to be provided for. These things are taking place everyday.

With regard to the Government taking up the whole of the primary education in the State into their own lands, I do not think that the finances of our State at present will permit it. The private agencies are doing good and efficient work. They ought to be helped in all legitimate ways. But at the same time it must be observed that there is keen competition going on and strict rules will have to be laid down and enforced. It is not intended for those who manage the schools properly, but to those who misuse the powers that are given to them. And I appeal to the Hon'ble Member for Education to administer the rules very judiciously and carefully. It is true that some of them at times will be found irksome in individual cases. But they act as a wholesome check upon the vagaries of the management. For instance, take the rule that the Manager should get the permission of the Director of Public Instruction for suspending a teacher. I don't find anything wrong with it. The case contemplated by the Hon'ble Member for Palluruthi does arise only very rarely. But there are many other cases in which the Managers, if they want to get rid of a teacher, manufacture some trouble or excuse and suspend teachers. Then they go to the Director and say "discipline has to be maintained. The order given should be approved and so on". I know of many such cases. During the regime of the previous Director there were cases in which the Director was really convinced of the unjust ways in which punishment was

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meted out to some poor teacher or other. He used to say that in the interest of education and in the interest of discipline, I will have to ignore the injustice; I will have to shut my eyes sometimes". He was sometimes afraid of a Manager's strike. Therefore it is always better to get the previous consent of the Director and the Director is not far away. If a report is made to the Director he can get an order on the same day or the next. I am sure that if there are sufficieut grounds, the Director will certainly grant that request.

So my position is that until we change the entire morale of the management of some of the institutions and until they come up to the standard of the other best managed aided schools in the State, the Government should have in their armoury, a set of strict rules. I would request the Government to use it only when it is absolutely necessary. With these words I oppose the motion.

Mr. K. P. Kannan Nayar.—Sir, I rise to oppose this motion. From the nature of the speeches that I had the pleasure to listen to so far as this question is concerned from those who were supporting this motion, I heard a special pleading raised on behalf of the management. The teacher was entirely left for himself and the students are also entirely left for themselves. I did not hear any of these speakers say anything with regard either to the teachers or the pupils. The policy enunciated either by Sir P. Rajagopalachari or by Sir Albion Banerjee and which probably is being carried on to this day was not intended for the management alone. The policy was to educate the boys of the State, to spread primary education as far as possible by giving suitable and adequate facilities to allow private agencies to come forward. But the Managers themselves or at least a large class of them forget the fundamental principle with which the institutions have to be run and make it business proposition, —otherwise I cannot really understand the competition that is running in every place for getting recognition. I think the Director is flooded with petitions for recognitions. So far as I know there are instances where in the presence of a few yards of a Government school, in Chittur, for instance, there is an aided primary school just opposite the Government school. Where is the necessity for that I ask? I really cannot understand, this unless it be from a spirit of business competition. It cannot be from the spirit of philanthropic work of conducting a school. So long as that spirit is prevailing, we are bound to see that the money allotted for educational purposes every year is judiciously and carefully utilised for those purposes and those purposes alone. In fact the whole trouble that is now complained

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of by the advocates of managers would vanish if you entirely leave the matter to the managers and allow them to do as they like. It seems that they want the power to entertain and send away teachers whenever they like. Then the Government would not hear any whisper from any manager in any way. But then complaints there will be, not from the managers, but from the teachers, as also from the students or pupils.

So that what I beg to submit is, I do not think there is any illiberal policy followed by the Government so far as this matter is concerned. Government must certainly have been forced in several instances to take action. If there are only one or two instances that probably may be an exception. When, as a matter of fact, the Government has had to resort to intervention in 75 per cent of the cases of managers what can they do but to enforce the rules strictly. I am not speaking of any particular manager or particular sets of managers. Then the authorities themselves find that the position has become intolerable. I can only sympathise with the department itself. I think the Director of Public Instruction himself said that intervention is as much irksome to the department as it is annoying to the managers. It is not the fault of the department, but it is the fault of the management itself. So long as the managements cannot themselves rectify matters as amongst themselves by forming into democratic institutions to help the teachers as also the pupils, I think the Government is bound to exercise all control possible. Of course the Member for Adoor said that he was shocked to hear the Member for Irinjalakkuda putting forward a proposition that Government should take the entire control of primary education. Another member was referring to the same thing. Now if I did it, it was owing to this consciousness viz., that primary education as it should be was not being given in the right sense at present. Government should lay its hands in fact a little more stringently so far as this matter is concerned. The only thing is that educational grants only increase with no corresponding benefit. I do not want to multiply instances. It is a general rule. I myself had received complaints while I was a member for Vellarappilly from so many teachers who were asked to quit for the simple reason that the manager had to appoint his own caste-man or his relation. In fact I never interfered in such cases. But there were so many instances reported to me. And I think that even in the matter of getting grants there was some complaint, and many answers were elicited by the Hon'ble Member for Nellayi during former sessions here as regards the strength of various institutions. I think under the rules a minimum strength is required for managers to enable them to draw grants. It is an open scandal to say that in the matter of strength itself, the strength is never maintained except when the Inspecting officer

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goes there. Just then the neighbouring boys are actually taken to the school for the purpose of showing strength for a day or two. At the time of inspection the strength is all right. Now if we analyse those figures and the figures at the time of the examination we see a marked difference altogether.

Mr. George Chakyamuri.—On a point of information, may I know whether the Member is speaking from personal knowledge ?

Mr. K. P. Kannan Nayar.—I am speaking from the answer given to a number of questions put by the Member for Nellayi. He has been putting various questions in this House with reference to the strength of the various institutions in the beginning of the school year and the number of boys that actually sat for the examination and the number of boys that were actually promoted. It was interesting reading to find that the number originally admitted or found in the rolls was not the number that actually sat for the examination. What is the inference ? It is hence that I submit that there is competition in this matter also like every other profession. Competition is going on so far as the running of an institution is concerned. Now probably the managers by the irksome intervention of the department find as a matter of fact that it is not so much profitable as it used to be. Probably that is the reason. If charitable institutions come forward it is argued they are not doing it for profit. And there was an instance quoted here. So far as the convents are concerned, it is very probable that they must be doing it out of charitable motives. I believe that the nuns who actually take upon themselves the duty of teaching do not sacrifice the grant they ought to get from the Government. If their duty is to work on charity, why should they insist upon getting any grant? Now, when it is only a grant and turning out other people, who are already there, there is no question of charity. Of course the Member for Palluruthi was saying that it is their duty that they have to take upon themselves and that it is the duty of religion. That may be. But when that duty involves the turning out of other people who are legitimately employed there, there is certainly reason for complaint. I have nothing more to say and I vehemently oppose this motion.

Mr. I. N. Menon.—President, Sir, what is uppermost in my mind is the interest of the enquiry that is now going on to ascertain the exact conditions of our schools and the educational requirements of the different Taluks and the provision that has already been made to satisfy those requirements. I would not like to say anything which might adversely affect the interest of that enquiry. Two points have been stressed by this cut motion

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and very vehemently stressed by some of the Hon'able Members and equally vehemently controverted by others; and if you strike the balance it seems to me, Sir, that I have got very little left to say. But, I would like to explain one or two matters and furnish an answer to some points, not complimentary to the department, raised by the Hon'ble Member for Adoor. The first chargea gainst this department Sir, is that it is illiberal in its policy towards aided institutions. I have had the opportunity of studying the mode and rate of grant that is given by other Governments in other States and judged by that at least, Hon'ble Members will admit that ours is in spite of the 40 per cent or 100 per cent cuts is about at least fourfold. (*Hear, hear*) Again, Sir, why all this trouble about the illiberality of grants? I think Sir, it is partly the result of force of expectation and the force of habit. Institutions have been expecting improvement in the matter of grant. What exactly is our financial position? The policy of liberal aid originated by Sir Albion Banerjee and carried out fairly consistently by successive administrations, and supposed to have been wrecked by the present one cannot be continued for all time. Sir, at that time, in the first year of the Cochin Educational Code, the expenditure on grant was Rs. 18,927. In the year 1105 about 20 years afterwards it stood at Rs. 4,35,358. My submission to this House is that the laws of nature have got to be submitted to. Managers cannot have it both ways; if they want the number of schools to be increased, the quality of education will deteriorate, if everything depends solely upon State aid. The complaint that so many items of grant have been retrenched, such as the building grants, laboratory grants, library grants, furniture grants, is true, but it is the result of the marvellous expansion we have had in the quantity of schools. Sir, I find that in the year 1926, a circular was issued by this department inviting unemployed School Final certificate holders to start schools in areas which suited them and Government promised to give them grants-in-aid. Hon'ble Members can realise that if we proceed at this rate of liberality, a line will have to be drawn at some time or other. Unfortunately, it has fallen to the lot of the present Head of the Department to draw that line, and quite naturally the comment and odium must rest on his devoted head. I do not complain. Then, Sir, with regard to the unfair treatment that is reported to be meted out to the managers of aided institutions all that I have to say I tried to say in introducing the budget. What I may have to say hereafter is reserved until I am put in possession of all the statistics after the survey. In the meantime, Sir, all that I can do is to try to offer an answer to one or two points raised by the Hon'ble Member for Palluruthi, before I resume my seat.

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In the course of his very spirited speech on the sins of the educators he said that in the present state of affairs no self-respecting man will consent to be a manager. Sir, if the whole body of managers were self-respecting enough this contingency would not have arisen. (*Hear, hear*). Another point he raised, Sir, is whether the managers are to be treated by this department as its agents for the disbursing of the grants given to them. To the best of my recollection, Sir, I have always treated them with the respect that is due to public servants.

Mr. George Chakyamuri.—With due respect, they are not public servants.

Mr. I. N. Menon.—I have not said that public servants should always be paid and people on the pensionary list alone can be called public servants.

Mr. George Chakyamuri.—Your whole mistake is in calling these people your servants. They are not your servants.

Mr. I. N. Menon.—I have tried to explain what I mean by public service. I do not mean remunerative service, which has got a pension after the end of 55 years. My submission, Sir, is in some cases at least the department would be saved the trouble, and the managers the vexation of State intervention, if they had at least disbursed these amounts to the teachers. (*Hear, hear*). Sir, I do not like to talk on matters controversial at this state, because I do feel that the interests of the educational survey are likely to be jeopardised by heated discussion of this nature either inside this House or outside. Therefore, with your leave, I shall resume my seat.

Mr. Joseph Pettah.—Mr. President, Sir, while listening to the various speeches, made on the floor of this House regarding my motion, I was reminded of the classical figure of Don Quixote who went about fighting the wind-mills. I shall try to explain matters. As the Hon'ble Member for Education knows very well, there is in Logic a fallacy which consists in just assuming a certain position for your opponent and then trying to demolish that position, a position which was never taken up by your opponent. That kind of demolition would be very easy and the arguments would be very vehement when directed in that fashion. For instance, the Hon'ble Member for Kattur, I beg to submit, might have spared a good portion of his speech had he tried to understand my position. I never said that there should be no Government control of aided schools. I said explicitly that this subject of Government interference was a very thorny point; that there was the necessity of discipline on the one side and the interest of the teacher on the other and that, therefore the department would do well to be very tactful

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in this matter. That was what I said. And yet the reply was as if I had said that there shouldbe no control and that the managers should be flet free to do as they liked. I am not replying to the Member for Education but to the Member for Kattur. Only I wished to draw attention to this particular provision that is now made, of getting previous sanction even for a suspending order by the manager of an aided school; and I said that this provision might militate against discipline. Of course, an appeal can lie to the department. But it is only just that the manager, being the authority on the spot, must have at least the power of suspending an erring teacher. If in every such case he is to report to the department and get an order before a teacher can be suspended, it will go against the discipline in the institution. The department would move only very slowly; and we cannot expect a ready response. It will take its official course. Meanwhile, what would be the state of affairs at the school ! Also, this kind of interference would result in something like a divided authority in the institution, which again would not be in the interest of discipline and efficiency.

Again, the Hon'ble Member for Vadakkancheri, too, could have spared most of his eloquent speech, since he was replying without hearing my humble exposition of the subject. The Hon'ble Member in most solemn and emphatic terms proclaimed that I had not given any instance of the Government's having departed from the policy laid down of old and yet the House will bear me out that I had given *many instances* of the departments having deviated from that policy; and the Hon'ble Member for Education has admitted that in the matter of many grants they have been compelled for various reasons to make a departure from the old policy. Again, if another proof of such deviation is required, we have it in the minimum strength that is prescribed for the classes in aided schools. There is a circular that in no case the strength of a class shall exceed fifty. Therefore, the class after having reached its maximum of 50, has to be divided. And if it is divided what would be the strenght of each division? It would be only 25. Even if the total strength goes up to 58, the strength of each division would be only 29. What happens? There is the other circular by which "Managers of aided schools are informed that a class will get full grant only if it contains the minimum strength prescribed"; and that is 30. Now, my point is that this rule is not at all applied to Government institutions, where you will find many classes without the minimum strength of 30. I can well understand that a Sirkar school should have all the classes of its respective standard even if some of them happen to be without

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the minimum strength. But when we find many divisions to one and the same class, each division having only a strength of 15 or 20, we understand how far the above circular is made to apply to the Sirkar schools; and we get some idea of the grievance that is felt by, and the injury that is inflicted on the private schools.

The Hon'ble Member for Urakam gave a compliment to the St. Thoma's High School and I am very thankful to him. But that again goes to strengthen my position. I made a complaint on the floor of this House against certain aspects of the educational policy of the Government, not because there was any complaint from the St. Thomas' High School.

Mr. E. Ikkanda Warriar.—I meant well-managed schools and I took St. Thomas as one of them.

Mr. Joseph Pettah—I was not presenting a case on behalf of the institution to which I belong. It was a case affecting aided schools in general. And then the Hon'ble Member indulged in many sweeping remarks on managers of aided institutions without any chance being given to any of them to reply. Managers are absent bodies in this House and to cast such sweeping remarks on them without giving them an opportunity to reply (the constitution of this House does not provide it) is, I should think, very uncharitable indeed. The Hon'ble Member for Education also was not completely free from this charge of casting whole-sale aspersions on certain sections of Managers.

Mr. I. N. Menon.—I take exception to the word 'aspersions'. Sir, I simply answered to certain points raised by the Hon'ble Member for Palluruthi.

Mr. Joseph Pettah.—Yes, to say, in the absence of the managers, that there are among them managers who are not self-respecting men, would be very uncharitable indeed.

Mr. I. N. Menon.—As a matter of personal explanation, Sir, if I recollect right, it was said by the Hon'ble Member for Palluruthi that their actions have made it impossible for self-respecting men to be in management.

Mr. Joseph Pettah.—I suppose the Hon'ble Member for Education said that if all the managers were self-respecting men the contingency of Government interference would not have arisen. So, at least by implication he has said that there are among the managers many who are not self-respecting men.

Then the Hon'ble Member for Irinjalakuda was pleased to say that I said nothing on the floor of this House on behalf of the teachers. Sir, I myself belong to the profession of teaching and I cannot be held against their interests as a class. I have the interest of teachers very dear to me; and in fact, in the opening speech on the motion I said in so many words that the in-

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terest of the teachers ought to be safeguarded, and more encouragement given to them. Therefore, the charge cannot be laid at my door that the cause of the teachers has been completely neglected here. I am very particular that the teachers must have security of tenure in the institutions to which they belong, so that they may feel some degree of independence. I only pointed out that, as it is, there is a certain provision against suspension which would militate against discipline. And then again the Hon'ble Member made certain insinuations about the admission figures of private schools.

Deputy President.—I draw the attention of the member that his time is over.

Mr. Joseph Pettah.—Just a munite more. He said that the number of admissions was greater than the number that sat for the examinations. Had he scrutinised the figures of admissions and so on in the various educational institutions even outside Cochin State, he would have seen that this difference is a general phenomenon. All the students that are admitted cannot be expected to sit for the examination. Many would drop out in the course of the year. Therefore, from the difference between the number admitted and the number examined the Hon'ble Member cannot draw the inference that the admissions were fictitious.

To conclude, Sir, I once again place my case before this House; which is this: that in the matter of giving grants to the aided schools and of intervention in their internal management, the department has of late shown some illiberality and unfairness.

As, however, I understand that the Hon'ble Member for Education has got an open mind and knowing that he is a very fair minded man, and knowing that there is the educational survey going on, and knowing also that the Hon'ble Member has not definitely formulated any policy in this matter, I leave it to his good sense to give a sympathetic consideration to the facts I have placed before this House when, on the close of the educational survey, he would come to formulate a definite policy for his department. With these words, I beg leave of the House to withdraw the motion.

The motion was with leave, withdrawn.

Motion No. 27.

As the following motion was not moved it was considered withdrawn.

Mr. M. A. Chakko.—*To reduce the total allotment of Rs. 14,19,115 under Demand No. XIX—by Re. 1.*

Motion No. 28.

As the mover was absent the following motion was considered withdrawn.

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Mr. T. A. Ramachandra Ayyar.—*To reduce the allotment of Rs. 15,49,700 under Demand No. XIX by Re. 1.*

Motion No. 29.

Mr. M. K. Raman.—*To reduce the total allotment of Rs. 14,19,115 under Demand No. XIX by Re. 1.*

Mr. M. K. Raman:—Sir, this cut is intended for the purpose of showing that the educational concession that is granted to the students of the backward and depressed classes seem to be denied to the girls of those communities. In fact, the boys belonging to the backward communities are given half-fee concession, that is to say, they have to pay only half the fees paid by the other students. I do not find that concession extended to the girls of the same community. Girls of these communities have to pay just the same fee paid by the other communities also. I want to draw the attention of the Department that some concession should be granted to the poor girls also. We cannot say that the boys only belong to the backward community and that girls are not backward. They are all the same.

മിസ്റ്റർ കെ. അയ്യപ്പൻ,—ഇതെ സംബന്ധിച്ചു ഒരു കാര്യം എനിക്കു പറയാനുണ്ടു്, പിന്നാക്കം നില്ക്കുന്ന വർഗ്ഗക്കാരിൽ ഏറ്റവും കൂടുതൽ മാർക്കു കിട്ടുന്ന ആറു പേർക്കു ഗവർമ്മേണ്ടു് ആറു സ്കോളർഷിപ്പു അനുവദിച്ചിട്ടുണ്ടു്. സ്കോളർഷിപ്പിനു അർഹരെന്നു ഗവർമ്മേണ്ടു് തീർച്ചയാക്കിയവരെല്ലാം ഇക്കൊല്ലം കാളേജിൽ ചേർന്നിട്ടില്ല. ഗവർമ്മേണ്ടു് സ്കോളർഷിപ്പു് അനുവദിച്ചിട്ടുള്ളവർക്കു് കാളേജിൽ പഠിക്കാൻ സൌകര്യമില്ലെന്നു വരുന്നുണ്ടെങ്കിൽ അവരെക്കാൾ മാർക്കു കുറഞ്ഞ അടുത്ത വിദ്യാർത്ഥികൾക്കു ആ സ്കോളർഷിപ്പു് കൊടുപ്പാൻ ഗവർമ്മേണ്ടു് ആലോചിക്കേണ്ടതാണു്- സ്കോളർഷിപ്പു് അനുവദിച്ചിട്ടുള്ള രണ്ടുപേർ ഇപ്പോൾ കാളേജിൽ പഠിക്കാത്തതായി എനിക്കറിയാം. ഒരു വാല വിദ്യാർത്ഥിയും ഒരു ഈഴവ വിദ്യാർത്ഥിയുമാണതു്; അവർ പഠിക്കാത്തതുകൊണ്ടു് ആ സ്കോളർഷിപ്പു് ഗവർമ്മേണ്ടു് ആർക്കും കൊടുത്തിട്ടില്ല. അവരെക്കാൾ കുറഞ്ഞ മാർക്കുള്ള കുട്ടികൾക്കു് ആ സ്കോളർഷിപ്പു് കൊടുക്കാൻ ഗവർമ്മേണ്ടിനു ദയവുണ്ടാകണമെന്നു ഞാൻ അപേക്ഷിക്കുന്നു.

Mr. K. Mohammed Seethi.—On a point of information. Is this concession given to the community generally or to poor students only ?

Mr. K. Ayyappan.—To backward communities

Mr. C. A. Ouseph.—Suppose there is a rich man. Is the concession given to him ?

Deputy President.—Let the Hon'ble Member reply please.

Mr. I. N. Menon.—It is only on the production of a poverty certificate that the concession is given.

Mr. K. Ayyappan.—May I know whether it is given to the poor students or who get the highest number of marks. Can it be not given to the students who have only a less number of marks if the students that scored the highest number of marks are not continuing their studies ?

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Mr. I. N. Menon.—Sir, the "merit scholarships" are given to the students who score the highest number of marks from among that community. The Hon'ble Member has raised the question whether it is not feasible to give these scholarships to those students who are now attending the College in view of the fact that those who scored the highest number of marks have not been admitted to the College. I can't give a ready assurance now because that matter has to be placed before the Government and can assure the Hon'ble Member that it will be placed before the Government for favourable consideration.

Sir, I have not replied to the point raised by the mover of the motion. The point is that no special concession is given to the girls from the backward classes. It really amounts to this, Sir. Boys are entitled to half fee concession and and the Hon'ble Member's request is that in the case of girls they should be given another 50% reduction. I have not to say anything on the principle. Wherever there is need for concession it is given on the principle of humanity and merit. I have also to look into the question of decrease in income involved, before I can give a a reply, and if the Hon'ble Member will give me some more time to collect the figures I will be able to answer him.

Mr. M. K. Raman.—I beg the leave of the House to withdraw the motion.

The motion was, with leave, withdrawn.

Motion No. 30.

Mr. P. Raman Menon.—*To reduce the total allotment of Rs. 14,19,115 under Demand No. XIX by Re. 1.*

Mr. P. Raman Menon.—Sir, I have tabled this cut motion to bring to the notice of the Government the great difficulty experienced by our students in getting admission to the professional Colleges in British India and also to the urgent necessity to take remedial measures with regard to the same. The Hon'ble Members on both sides of the House must be aware of the very great difficulty now experienced by our students to secure admissions into the professional Colleges in Madras and elsewhere. We have no professional Colleges here. It has become a matter of very great difficulty to secure admissions to the Medical College or the Engineering College either in Madras or elsewhere in British India. Of course they say that the Native States do not contribute anything for their maintenance and so they give preference certainly to British Indian students and after that if there is any available seat they give to our students. Sometime before, there was no such difficulty, because they were not making any such distinction.

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Until we are in a position to have such Colleges in our midst here, I submit it is absolutely necessary that some steps should be taken to obviate this difficulty. It may be quite sufficient if inducement is given to them by way of contribution from our State, and then I am sure they can be prevailed upon to reserve a few seats in all these Colleges for our students. I am surprised to see that our Government has not moved in this matter up to this time and oblige the people here. We cannot expect to have these Colleges here in the near future and as such I bring to to the notice of the Government the urgent necessity to take some remedial steps to remove this grievance. I am sure the House will support me in this matter.

Mr. I. N. Menon.—President, Sir, I am glad to say that in regard to this cut motion the attention of the Government has been drawn to this fact more than once, I think in this very House itself. I assure the Hon'ble Members of this House that Government did their utmost. The only thing that was possible for the Government to do was to address the Madras Government and to write individually to the Heads of the Engineering and Medical Colleges. Government also tried to see if it was possible to get admittance for our boys in the Medical College at Vizagapatam. But the replies that were received were unfavourable. The trend of these replies is that the Madras Government and the authorities of these Colleges raise no objection against the admission of our boys; but when it came to the actual question of admission of our boys they fail to get admission on the ground that there was no space. Now what I understand is that the Diwan himself took up the matter with the Political Agent. The result was equally unfruitful. In these circumstances, Sir, I do not know what further remedial steps can be undertaken by the Government unless it be the establishment of these Colleges in the State itself. That would be a proposition which at any rate cannot be considered as part of current practical politics.

Mr. K. Ayyappan.—May I know from the Hon'ble Member for Education whether the Medical College or other Colleges have demanded any contribution from our Government at any time?

Mr. I. N. Menon.—They have not demanded any contribution, at least to my knowledge. When once the Government of Travancore offered a subsidy—I do not know, how far I am correct; it is my information—of 2 lakhs to the Engineering College they declined the charity and along with it the concession.

Mr. P. Raman Menon.—May I know, Sir, whether our Government has offered any subsidy to any of these Colleges?

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Mr. I. N. Menon.—We have made no offers, because the example of Travancore was not very encouraging.

Mr. P. Raman Menon.—I do not press it.

The motion was withdrawn with leave of the House.

Motion No. 31.

Mr. A. Sankara Puduval.—*To reduce the total allotment of Rs. 14,19,115 under Demand No. XIX by Re. 1.*

Mr. A. Sankara Puduval.—Mr. President, Sir, we have come to the last of the 31 cut motions upon the Demand No. XIX—Education and the patience of the House must have been considerably taxed. I regard this is an indication—an unmistakable indication—of the keen interest that we take in matters educational. The object of this motion—is the imperative and urgent need for a change in the management of private aided elementary schools. The Administration report for the year 1105 at page 39 says that there were in all a thousand and one institutions imparting primary education. Of these, 167 were Government managed primary schools, 545 aided institutions and 289 unaided. That there have been 289 unaided primary schools, sufficiently shows the great interest that our peopletake in the spread of elementary education. There are altogether 167 Government primary schools and 545 aided schools. This year, in the preliminary budget, we have provided in regard to elementary education for boys, Rs. 6,35,528 and for girls Rs. 1,53,645. This allotment is satisfactory and considerable. I have entertained some misgivings, as the Member for Anthikkad does in regard to the figures of percentage, contained in our Administration Reports. In addition to that fact, it is my considered opinion that the quality of instruction imparted in our primary aided schools has considerably deteriorated and is steadily deteriorating. Now why is that? The manager of a primary aided school now holds the status of a single Uralan (ഉരാളൻ) of a Hindu temple. He is all in all.

The temple servants are under him and he seems to think that they hold office according to his sweet will and pleasure. Worshippers who go to temples correspond to the students in these schools, the managing uralan allows them to go into the temple more in consideration of the offerings that he would receive from them, than out of any regard to the worshippers themselves. Some managers of our aided schools also try to get as many students as possible by hook or by crook, by fair or unfair means, simply to add to the receipts of the institution. All the same, it has been my painful experience that in the vast majority of our aided primary schools, managed by a single manager, the concern has been run more on mercenary lines than in the interests of education in the State.

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Now therefore my proposal is that the Government might be pleased to take stock of the situation. It is very gratifying to me to hear that an educational survey is going on and is about to be completed. When a policy was first proposed to be laid down, for primary education, Mr. Cruickshank, is reported to have stated in November 1892 that he expected to have either a Sirkar school or two aided schools in a Proverthy and wherever the Government found two aided schools he recommended to the Government to remove the Sirkar school to a proverthy where there was no school at all. In the report that has been often referred to, Mr. Banerjee's report of 1908, the policy of the Government has been differently interpreted. Hon'ble Members will be pleased to bear in mind that that report was formulated at a time when the Government had a debt of 23 lakhs. He writes "when the State is able to take upon itself the burden of the whole expenditure on primary education it may be possible by large grants to make elementary education free throughout the State. But having regard to the present financial condition, (a summary of which appears in page 22 of the last Administration Report and from which it will be seen that the liabilities of the State, at the close of the last year amounted to nearly 23 lakhs,) it will be certainly most injudicious to suddenly increase expenditure and assume a burden which may become one day very considerable". It is entirely in that view of the matter, the situation in which Cochin State found to be in the year 1908 with a heavy debt, that the policy was formulated and Government was not able to contribute much money in the shape of grants to our elementary schools. What is the position now? We are spending without taking into account contributions for the Depressed Classes, about 8 lakhs upon primary education. In regard to the Depressed Classes we are spending 1,20,100 inclusive of the expenditure upon colonies and some minor items. The education of the Depressed Classes, and the work done in the colonies all these practically come under the same denomination. The total comes to 9 lakhs 9 thousand and odd. It is my firm conviction, that with this money, the State can run the whole show more satisfactorily than it is being done now. I do not want to precipitate that step. I put it in the alternative. I want to suggest that instead of the management of the elementary schools being put in the hands of single individual managers, the management may be entrusted to bodies to manage them. Our Panchayat Regulation provides for the management of elementary schools. Unfortunately the Municipal Regulation does not contain any such provision.

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Deputy President.—Is this a party motion?

Mr. A. Sankara Puduval.—No, my own.

Deputy President.—Then the Hon'ble Member's time is up. I shall give two minutes more.

Mr. A. Sankara Puduval.—I would ask the President's indulgence for at least 10 minutes more, because this is a proposal for a radical change in the present policy of the Government and in this matter I expect a lot of hostile criticism. So unless I make my point clear it is better that I don't move it at all. I propose a policy on the threshold of Educational reform. Unless I make myself clear it won't be worth while making this proposal.

Deputy President.—I shall allow five minutes. We must follow certain rules.

Mr. A. Sankara Puduval.—Therefore it is my suggestion, that these aided schools may be managed, and may be conducted not by individuals, but by bodies. Of course the suggestion was made by the Director of Public Instruction, the Hon'ble Member for Education, that he has an idea of introducing a board for the management. That is certainly a forward step. But I put it on this ground that it is incumbent upon the Durbar in view of the provisions contained in the Panchayat Regulation and in view of the existence of schools managed by local boards in British India, and in other States, to try the experiment of having elementary schools conducted through the agencies of Municipalities and Panchayats, as far as possible. Where these two bodies are not available, Government might resort to the management of these, through the proposed boards, Government maintaining a strict control of the management by these agencies. If that is not possible, I say it is absolutely necessary under present conditions to give the full benefits of primary education, that Government itself must take up the management as the allotment is ample for the purpose. Primary education has to be given a vocational turn. The vocational training given in our primary schools is of the most unsatisfactory character. Most of the managers are not in a position to supply funds necessary for adequate vocational training and there is no use of sending these students to the schools. If the benefits of vocational training should be enjoyed by our students who join the elementary schools the schools should be properly and well conducted and it is only when there are ample funds available that they would be able to carry out the object of the Government in giving a vocational and useful turn to our elementary education. It behoves Government to try either of these two methods that I venture to put before the House. My time

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is short and I cannot expatiate upon this subject. Thank you Sir, for your indulgence.

Mr. E. Ikkanda Warriar.—May I know from the Hon'ble Member or from the Government what the financial commitment of the scheme proposed by the Hon'ble Member will be. I mean the cost of the construction of buildings, equipment etc. Who will finance them? You propose that the education should be conducted by certain boards. What will it cost the Government if they were to accept your proposal?

Mr. A. Sankara Puduval.—That is a matter of detail that could be settled in a variety of ways. These institutions that are good might be rented or other arrangements might be made. If it is a question of buying the cost should be ascertained. If it is hiring it is another I am on the question of the broad policy.

Mr. P. Kumaran Ezhuthassan.—We are not able to follow the arguments of the Hon'ble Member for Trichur.

Mr. A. Sankara Puduval.—Sir, I only wanted to point out the imperative and urgent need for devising a better scheme of management for our aided primary schools.

Deputy President.—Here on the back of the cut motion it is stated to urge the Government to the desirability of stopping grant-in-aid to all the primary schools in the State and the Government itself undertaking the responsibility of primary education.

Mr. A. Sankara Puduval.—The same thing. An alternative suggestion is made.

Rao Sahib Mr. T. V. Kasturi Ranga Ayyar.—Both are the same.

Mr. P. Kumaran Ezhuthassan.—If we follow the reason given by the Hon'ble Member for Trichur on the back of the cut motion paper, then we have to look at these things from a practical stand point. The Administration Report of the Education Department, as I pointed out just before, regarding primary education says thus :—

"The total number of such schools was 639, as against 630 of the previous year. Of this, 130 were Sirkar and 507 under private management". Now with regard to certain questions answered by the Government, it has been stated that the difference between the aid given to private schools and the cost of running a primary school is 1, 102 rupees per annum. Thus the expenditure for running these 507 schools which are now run by private agencies if you convert them into Government schools, comes to Rs. 5,38,714. Calculate the expenses to

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be incurred in connection with the buildings of these 507 institutions, calculate it at the modest figure of 3,000 rupees per school, it will work out another Rs. 15,21,000. The question, therefore, is whether at this juncture of time we are in a position to go in for 15 lakhs of rupees for the construction of buildings for primary schools and also to meet a recurring expense of 5¼ lakhs every year. The discussion of the College question, when analysed comes to this: namely that our State is not in a position to go for an additional expense of 6 lakhs of rupees to be spent at Ramavarmapuram for shifting the College form Ernakulam to Ramavarmapuram. Taking the figures at their face value, namely 17 lakhs for Ramavarmapuram and 11 lakhs for Ernakulam, the difference is only 6 lakhs. It was said by the very gentlemen, who were speaking for Ernakulam that the environments at Ramavarmapuram are certainly better and that there is scope for expansion there. All that was said was that our State is not in a position to go in for an additional expenditure of 6 lakhs. It is at this juncture that a suggestion is made to go in for an expenditure grant of 5 and odd lakhs every year to take up the management of these primary schools over and above the 15 lakhs required for buildings. I submit that this is a proposition which must be given the treatment that it deserves. I am sure the House will vote against the motion.

Mr. C. A. Ouseph.—I always had a very great opinion and respect for the opinions of the Hon'ble Member for Trichur.

Mr. George Chakyamuri.—What about others?

Mr. C. A. Ouseph.—I will come to the Member for Pallivirutti afterwards. It was because the opinions of the Member for Trichur came with some sense of responsibility that I came to respect them. I am surprised at the Hon'ble Member making such a suggestion before this House as is contained in the present motion. The suggestion to stop all grants to aided primary institutions will, to say the least, have such far reaching consequences especially in regard to finance, that the step cannot be thought of. The Hon'ble Member says that the details may be worked out afterwards. That remains another matter for the present. But that is the matter. What are the details? What are the financial commitments? It is easy to say, we must have Sirkar management of all primary schools. Who questions that ideal? What are the commitments to which the Government will have to make itself responsible for? There is the rub. Without thinking about that, the Hon'ble Member says "the details can be worked, abolish grant-in-aid and take up all the private institutions'. I think it is an utopian ideal which the State cannot think of at present. The aided primary institutions,

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whatever they may be now, have done very great service till now and their number at present is, 517 as against 167 Government institutions. To take up into Government management all these private institutions, will have to be the work of years. It cannot be done in a year or two. Unless the Government is so sure of their finances that they can take up all these the Government should not contemplate of such a culture. Any advice given asking the Government to take up all these private institutions into the hands of the Government, I will characterise as ill-advice, given to the Government on the spur of the moment without bestowing any thought upon it.

Mr. E Ikkanda Warriar.—Sir, I also oppose the Motion. I have stated my reasons in the last speech and I think we will be compelled, if we adopt that policy, to go in for some educational cess, *i.e.*, additional taxation. As at present, we cannot afford to go in to spend more money. With these few words I resume my seat.

Mr. I. N. Menon.—Sir, I have nothing to reply to by way of facts or figures. With regard to the principle, all I wish to state to the Hon'ble Member who is responsible for the Motion is dispassionate consideration will be given to it in considering it along with the alternative point of view which have been impressed upon the Government by the Manager's Association, when they waited on the Diwan on deputation.

Mr. A. Sankara Puduval.—May I know what that is?

Mr. I. N. Menon.—The point of view was just the reverse, that the Government institutions may be handed over to privite agencies. I am unable to furnish facts or figures. If I could, the survey will not be necessary. I would like to point out one or two things for the consideration not merely of the Member who is responsible for this Motion, but also by others. A grant-in-aid school is not merely the cheaper institution from the point of view of the country; it has also certain definite advantages over institutions staffed by public servants. If a manager takes a keen interest in his institution and tries to work it, it has certain very distinctive advantages which an institution under public management cannot possess (*Hear, hear*).

Now the question whether these benefits are sufficiently important as to offset considerations of efficiency, is a matter to be considered very coolly and to be decided upon. I would not therefore, like the idea of pressing this House to a division on this matter. In the second place there is another great difficulty in the matter of Government taking over all aided schools, even if we have local self-govering boards. The Board Schools

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have not merely the character of grant from the central agency, but they must also have also the power of local taxation. Until we develop local self government bodies with powers of local taxation, the feasibility of handing over aided schools or any other schools to their management is not a thing which can be quickly disposed of.

I would therefore, suggest to the Hon'ble Member that the point of view which he has placed before this House, which seems to be incorrect according to other Members, because of the financial commitments involved and not on the principle involved, will receive the consideration it deserves at the hands of the department, when the results of the survey are available and the report to Government is drafted.

I have already pointed out, that contrary recommendations have already been received from the managers' association and in considering them this also will be considered. So I hope that the Hon'ble Member will not press the motion to a division.

Mr. A. Sankara Puduval.—Sir, in consideration of the statements made by the Hon'ble Member for Education, I do not propose to ask for a poll in this matter. My main point is that with this allotment that we now make, it is possible to carry on elementary education in the State more efficiently. It is not the percentage of the students who come out of our schools that is important. I attach more value to the quality of the instruction given, and unless the quality of the training improves, in our aided schools, it is no use wasting this money over them. Judged by the figures of other States, this contribution of 9 lakhs on elementary education including that for the Depressed Classes (I do not for a moment say that they should not be encouraged) it is feasible to carry on the work better. Any way the matter is receiving attention of the Government, and I may, if necessary, make this motion again on another occasion.

I beg leave of the House to allow me to withdraw the Motion.

The motion was with leave, withdrawn.

Question put:—*that a sum of Rs. 14,19,115 under XIX—Education, be voted by the House.*

Motion carried.

14. Education Cranganur—Rs. 61,130.

Mr. I. N. Menon.—I crave sanction of the House for the expenditure of sum of Rs. 61,130 under Education, Cranganur.

Question put:—*that the sum of Rs. 61,130 under Education, Cranganur, be voted by the House.*

Motion carried.

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XXX—Scientific, etc., Departments—Rs. 1,46,807.

Deputy President.—Demand No. XXX—Scientific etc., Department.

Mr. I. N. Menon.—Sir, I have been charged with the duty of moving for the whole allotment of one lakh forty six thousand eight hundred and seven rupees although the demand does not relate exclusively to the expenditure of the department over which I preside. The demand relates to more than one department and as there is only one single head in the budget, I request that the House may be pleased to sanction this amount. In the course of the discussion, I request that Hon'ble Members may address any questions for information to me, only as regards the Economic Development Committee and the department of industries, which are all that I am in charge of. With regard to others, I request Hon'ble Members, to be pleased to address the other Members of the Government concerned.

Motion No. 1.

As the following motion was not moved it was considered withdrawn.

Dr. K. Sankara Menon.—*To reduce the total allotment of Rs. 4,028 under Demand No. 5 (Arch) by Rs. 2,797.*

Motion No. 2.

Mr. A. Sankara Puduval.—*To omit the allotment of Rs. 2,585 for 30 (6) Economic Development Committee.*

My motion is for the total omission of the allotment of 2,585 rupees in regard to disbursements for the Economic Development Committee. Now this committee has been sitting for long, and their mighty efforts have produced very little benefit to the State. A small committee like this, cannot to my thinking, serve any useful purpose. At any rate, judged by the past, the State has not been able to benefit, either by the suggestions or the performances of this committee. It would be desirable, in the interest of the economic development, that a wider committee for industries should be constituted, and ways and means of further progress investigated. After that any schemes useful for the economic development of the country might be started by the Government. As it is, a small committee like this which meets very sparingly, and which has not been giving many useful suggestions, it need not be continued any longer. I move that this demand for the disbursement in connection with the Economic Development Committee be wholly omitted from the Budget.

Mr. George Chakyamuri.—I rise to support that motion. I ask the Member for Education to say whether any practical suggestion was made by them before the Government up to this time ever since the committee was formed ?

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Mr. I. N. Menon.—I cannot recollect what exactly are the schemes. From time to time, matters are referred to this committee by Government for advice. It is a deliberative body. It does not undertake any industrial enterprise. It is purely a deliberative body which offers advice. For instance, in the case of bee-keeping, the mode of propaganda that is being carried on with regard to practical bee-keeping is the result of the advice that has been offered by this committee. And if I may forestall what we are going to do, the question of industrial loans and the possibility of the same may also be referred to.

Deputy President.—You have answered the question. The rest you may keep for reply.

Mr. George Chakyamuri.—So that it has come to this. It is about 3 years that this committee has been sitting. We have a mania to copy things done in other places. This committee is the result of similar committees being started in other places. I am in perfect agreement with the Hon'ble Member for Trichur that no useful purpose is served by this committee. When this committee was first organised, I thought that this committee was a permanent one which will help the rural economic development of the State. We have got a rural reconstruction committee already established and that is doing some work. We have got very many other committees. Always now and again committees are formed in the State. But I fail to see why this permanent body of men should be there as a mere deliberative body when there are other committees working in the same direction. We have heard it from the Director of Public Instruction that they have given some advice regarding bee-keeping.

Mr. I. N. Menon.—I was going to say about the other achievements of the body when I was stopped.

Deputy President.—I think the Hon'ble Member has enlightened him as to the achievements of the committee.

Mr. George Chakyamuri.—So far as the public are concerned, nothing substantial has been done. The difficulty is that the public are not aware of any achievement. Now he has referred to some bees. Next time he may say that they have discovered some ants. If the Member is able to satisfy that something substantial has been done for the money wasted, I need not speak at all.

Deputy President.—The practice is after the Government reply only the mover has the right of reply.

Mr. George Chakyamuri.—To my mind and I believe I am voicing the sentiments of many of the Hon'ble Members, that nothing tangible has been achieved by this committee

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excepting meeting none and again and drawing their travelling allowances. With these observations, I strongly urge that the allowance for the Economic Development Committee be deleted.

മിസ്റ്റർ കെ. അയ്യപ്പൻ.—ഞാനും ഇതിനെ പിന്താങ്ങുന്നു. ഈ വക കാര്യങ്ങളിൽ ശരിയായ വിദഗ്ദ്ധജ്ഞാനമില്ലാത്തവരെ ഒരു കമ്മിറ്റിയായി നിയമിച്ച് ഗവർമ്മേണ്ടിന്റെ പണവും സമയവും നഷ്ടപ്പെടുത്തിയിട്ട് കാര്യമില്ല. എന്നുമാത്രമല്ല അതു ദോഷകരവും ആണ്. ഒരു കമ്മിറ്റിയെ നിയമിച്ചാൽ അവർ വല്ലതും എഴുതി വിടും. അതനുസരിച്ചു പ്രവൃത്തിപ്പാൻ വേണ്ട പ്രാധാന്യം അവരുടെ ഉപദേശങ്ങൾക്ക് ഉണ്ടായിരിക്കയുമില്ല. അതിനാൽ വല്ല പുതിയ സ്കീമും നടപ്പാക്കാൻ വിചാരിക്കയാണെങ്കിൽ ഈ ചെറിയ തുക ചിലവാക്കിയാൽ പോരാ. ഈ ഒരു കമ്മിറ്റി വേണ്ട. ഒരു വിദഗ്ദ്ധനെ നിയമിച്ചാൽ മതി. അതിനു സാധിക്കയില്ലെങ്കിൽ ഈ പണം അനാവശ്യമായി ചിലവാക്കാതെ വേറെ വല്ല പ്രയോജനകരമായകാര്യങ്ങൾക്കും ആയി ചിലവാക്കുന്നതു് വളരെ ഉപകാരമായിരിക്കും, അതുകൊണ്ട് ഞാൻ ഈ മോഷനെ പിന്താങ്ങുന്നു.

Mr. E. Ikkanda Warriar.—Sir, I oppose the resolution. I can very well understand the Hon'ble mover if the motion is directed for the mending of this department. I cannot allow for the ending of the department altogether. If the idea of the Hon'ble Member is only to improve the working of this department the proper way is to move a token cut, and tell them that it ought to be differently constituted.

Mr. George Chakyamuri.—Are you referring to the department or to the Economic Development Committee? Are you a Member of that Committee?

Mr. E. Ikkanda Warriar.—Sir, I am very glad to inform the Hon'ble Member that I am not a Member of that committee. And I have never been a Member.

Deputy President.—You must address the Chair.

Mr. George Chakyamuri.—Is the Hon'ble Member referring to the Scientific Department or to the Economic Development Committee? He never spoke about the abolishing of the department.

Mr. E. Ikkanda Warriar.—I was refering to the Economic Development Committee and not to the Scientific etc. Department. There is no denying the fact that it is a useful committee.

Mr. K. Ayyappan.—It is not.

Mr. E. Ikkanda Warriar.—Then the Hon'ble Member does not know anything about it. I think many experts are there in the committee. Merchant Members such as Messrs. Koder and Balarama Ayyar are there. The Co-operative Registrar, Superintendent of Industries, the Agricultural Superintendent and some other non-official Members are there. They

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are all men interested in the industrial and commercial welfare of the country. They are all competent to make suggestions for the economic development of the country. And to my knowledge they are also making suggestions to the Government after considering the various subjects sent for their opinion. If they are not considering subjects which are not specifically brought before them, it is not their fault. It might be due to the fact that they are not full timed officers charged with the duty of investigating special schemes. Problems of economic importance are referred to them by the Government and they, as a deliberative body, consider the various aspects of them and submit reports. For instance I know of one scheme, the scheme submitted for the encouragement of cottage industries in the State. It has got their approval. They have recommended it to the Government.

Mr. K. Ayyappan.—Have they recommended khadar?

Mr. E. Ikkanda Warriar.—If they recommended khadar that is no reason to discredit them. Probably in the eyes of the Member for South Ezhuvas the very fact that they have recommended khadar is sufficient justification for doing away with them altogether. I am not of that mentality. As matters now stand they are sowing a useful purpose. If you want them to do more work, give them more work, instead of only finding fault with them. I therefore, think that in the absence of any other committee they are, as they stand a very useful body. But if the Hon'ble Members can suggest a better constituted body for doing that work, I very well agree with them. I do maintain that unless and until the Government appoint a full timed officer or officers to carry out the work now done by the Economic Development Committee, its continuance is an absolute necessity. After all what is the amount that you are going to spend on this account? A small paltry amount of Rs. 2,000. What does it matter? The whole amount is not to be distributed, I am sure on T. A. It is to be distributed in giving grants to small industries such as bee hiving etc. For these reasons, I very vehemently oppose this motion.

Deputy President.—Any other Member wishing to speak. Government Member will answer tomorrow. We will adjourn.

The House rose for the day at 5 p. m.

C. J. MATHEW,
Secretary to the Council.

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